



This is a digital copy of a book that was preserved for generations on library shelves before it was carefully scanned by Google as part of a project to make the world's books discoverable online.

It has survived long enough for the copyright to expire and the book to enter the public domain. A public domain book is one that was never subject to copyright or whose legal copyright term has expired. Whether a book is in the public domain may vary country to country. Public domain books are our gateways to the past, representing a wealth of history, culture and knowledge that's often difficult to discover.

Marks, notations and other marginalia present in the original volume will appear in this file - a reminder of this book's long journey from the publisher to a library and finally to you.

Usage guidelines

Google is proud to partner with libraries to digitize public domain materials and make them widely accessible. Public domain books belong to the public and we are merely their custodians. Nevertheless, this work is expensive, so in order to keep providing this resource, we have taken steps to prevent abuse by commercial parties, including placing technical restrictions on automated querying.

We also ask that you:

- + *Make non-commercial use of the files* We designed Google Book Search for use by individuals, and we request that you use these files for personal, non-commercial purposes.
- + *Refrain from automated querying* Do not send automated queries of any sort to Google's system: If you are conducting research on machine translation, optical character recognition or other areas where access to a large amount of text is helpful, please contact us. We encourage the use of public domain materials for these purposes and may be able to help.
- + *Maintain attribution* The Google "watermark" you see on each file is essential for informing people about this project and helping them find additional materials through Google Book Search. Please do not remove it.
- + *Keep it legal* Whatever your use, remember that you are responsible for ensuring that what you are doing is legal. Do not assume that just because we believe a book is in the public domain for users in the United States, that the work is also in the public domain for users in other countries. Whether a book is still in copyright varies from country to country, and we can't offer guidance on whether any specific use of any specific book is allowed. Please do not assume that a book's appearance in Google Book Search means it can be used in any manner anywhere in the world. Copyright infringement liability can be quite severe.

About Google Book Search

Google's mission is to organize the world's information and to make it universally accessible and useful. Google Book Search helps readers discover the world's books while helping authors and publishers reach new audiences. You can search through the full text of this book on the web at <http://books.google.com/>

HARVARD UNIVERSITY



**LIBRARY OF THE
GRADUATE SCHOOL
OF EDUCATION**

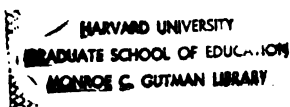
Edw P

397.18.10

V.5-6

1918-20

#5 ^{the} missing.



The Journal

of the New York State
Teachers' Association



Published Monthly at Rochester by
The New York State Teachers' Association

February, 1918

The Journal

of the New York State Teachers' Association

Published monthly by the New York State Teachers' Association on the 15th day of January, February, March, April, May, June, October and November, at 5 South Water Street, Rochester, N. Y.; A. G. BROOKS, Publisher.

EDITORIAL COMMITTEE: GEORGE M. FORBES, University of Rochester; GEORGE P. BRISTOL, Cornell University, Ithaca; RICHARD A. SEARING, North Tonawanda.

Entered as second-class matter at the Post Office, Rochester, N. Y., February 17, 1914.

CHANGE OF ADDRESS. Members of the Association and subscribers should notify the Secretary, Richard A. Searing, North Tonawanda, promptly of any change of address.

COMMUNICATIONS should be addressed to the Secretary, Richard A. Searing, North Tonawanda.

SUBSCRIPTION PRICE for the JOURNAL to all who are not members of the New York State Teachers' Association is \$1.50 per year, eight issues. Postage is prepaid.

ADVERTISING. Application for advertising space and rates should be made to the Publisher, A. G. Brooks, 5 South Water Street, Rochester.

NEW YORK STATE TEACHERS' ASSOCIATION

Officers, Nineteen Hundred Eighteen

President—HERBERT S. WEET, Rochester.

Vice-President—MISS MARTHA VAN RENSSALEAR, Cornell University, Ithaca.

Secretary—RICHARD A. SEARING, North Tonawanda.

Treasurer—W. H. BENEDICT, Elmira.

Executive Committee: Terms expire in 1918—JUDSON S. WRIGHT, Falconer; A. R. BRUBACHER, Albany. Terms expire in 1919—DR. A. C. THOMPSON, Brockport; HOWARD G. BURDGE, Wellsville. Terms expire in 1920—MRS. ROSE MINNICK, Glens Falls; C. EDWARD JONES, Albany.

Ex-Officio Members—President HERBERT S. WEET, Secretary RICHARD A. SEARING, Treasurer W. H. BENEDICT.

Committee on Teachers' Welfare—Chairman, DR. THOMAS D. WOOD, Columbia University, New York City; DR. CLINTON MCCORD, Albany; HENRY D. HERVEY, Auburn; MISS E. M. BUTCHER, Syracuse; MISS RUTH M. JOHNSTON, Port Leyden; MISS ADA M. GATES, Buffalo; MISS MARY E. RAE, Syracuse; DR. A. R. BRUBACHER, Albany; EDWARD F. BROWN, New York City.

Committee on Legislation—FRANK D. BOYNTON, Chairman; A. R. BRUBACHER, C. EDWARD JONES, JAMES WINGATE, MRS. ROSE MINNICK.

SECTION CHAIRMEN—1918

Classical Section—Pres., GEORGE D. KELLOGG, Union College, Schenectady; *Commercial*—Pres., G. M. YORK, State College for Teachers, Albany; *English*—Pres., A. B. SIAS, West High School, Rochester; *Evening Schools and Americanisation (Evening School and Immigrant Education Sections combined)*—Pres., W. C. SMITH, State Education Dept., Albany; *Fine, Industrial and Household Arts*—WILLIAM B. KAMPRATH, Elm Vocational School, Buffalo; (a) *Fine Arts*—Vice-Pres., EUNICE PERRINE, State College for Teachers, Albany; (b) *Household Arts*, Vice-Pres., MARION VAN LIEW, State College for Teachers, Albany; (c) *Industrial Arts*—Vice-Pres., ALFRED BINGHAM, 192 Waverly St., Buffalo; *History Association*—Pres., EDWARD P. SMITH, High School, North Tonawanda; *Hygiene and Physical Education*—Pres., LAWRENCE S. HILL, 815 Myrtle Ave., Albany; *Kindergarten*—FANNIEBELLE CURTIS, 500 Park Ave., New York City; *Library Section*—Pres., DR. JAMES STURGES, State Normal School, Geneseo; *Mathematics*—Pres., E. E. ARNOLD, State Education Dept., Albany; *Modern Language Association*—Pres., DR. JONAS, New York City; *Music*—Pres., INEZ F. DAMON, 834 Union St., Schenectady; *Normal and Training School*—Pres., GRANVILLE B. JEFFERSON, Training School, Schenectady; *Penmanship*—Pres., ALICE E. BENBOW, Schenectady; *Rural School*—Pres., SUPT. M. B. FURMAN, East Rochester, 2nd Dist., Monroe Co.; *Section of New York State Council of Elementary School Principals and Teachers*—Pres., NATHANIEL G. WEST, School 6, Rochester; *Science Section*—Pres., B. O. BURGIN, Albany High School; *School Administration*—Pres., CHARLES S. WILLIAMS, Hudson; *Subnormal and Backward Children*—Pres., LEILA MARX, Dept. of Education, Rochester; *N. Y. State Science Teachers' Association*—Pres., H. A. CARPENT, West High School, Rochester; Sec.-Treas., E. E. FORD, West High School, Rochester.

Educ
397.18.10
V.5-6
1918-20

UNIVERSITY
SCHOOL OF EDUCATION
MONROE S. GUTMAN LIBRARY

V.5 #8 *miss* The Journal of the New York State Teachers' Association

Superintendents Principals, Teachers and Supervisors

When you write or call upon our Advertisers
you will do a kindness both to them and to us,
if you will mention

“THE JOURNAL”

someway in your inquiry—a kindness to them,
because they like to have the evidence that “THE
JOURNAL,” in which they carry their advertising,

IS RECEIVED AND USED BY BUYERS
WHEN SELECTING THEIR SCHOOL
BOOKS, MATERIALS AND SUPPLIES—

and to us because “The Journal” will then be
getting due credit for service rendered.

NEW YORK STATE TEACHERS' ASSOCIATION

Digitized by Google

Mr. Superintendent:

DO YOU LIKE TO PLEASE YOUR CONSTITUENTS? Should you like to find for use in your schools an ARITHMETIC that would not only be liked by the pupils, and get results in their arithmetic work, but would also bring you praise from their parents?

Would it be good school administration to adopt an ARITHMETIC that would interest, when they saw it, the business men of your town, the architect, the newspaper man, the grocer, the furniture dealer, the dry goods merchant, the railroad man, the manager of the telephone system, the building contractor—and would make them say, “Mr. Superintendent has shown good judgment this time; he has got a book that deals with real things; the youngsters will get out of *that* book some things they need to know?”

The Efficiency Arithmetics (Chadsey-Smith) will do all of these things, and more too.

This new series is published by

ATKINSON, MENTZER & CO.
BOSTON NEW YORK CHICAGO ATLANTA DALLAS

New York Office, 36 East 21st Street

**Use Vivid and Living Story of
Past to Point History of Times**

The Mace Histories

*By Professor W. H. Mace, of Syracuse University,
New York*

are such a medium. They revitalize the history of the country, give New York State its due, and in brilliant pictures of Old World nations now convulsed by war, give sweeping view of our racial background and its effect upon our life to-day.

THE SERIES

Mace's Beginner's History. Fourth and fifth grades.
The Story of Old Europe and Young America.
Sixth grade. *Mace-Tanner.*

Mace's School History of the United States.
BOOK I, Seventh grade.
BOOK II, Eighth grade.

Illustrated with line drawings by Colby and Williamson, portraits, and, in the Advanced Book, with color plates of the great events in American history.

Write for further information

Rand McNally & Company CHICAGO
NEW YORK

Gold Medal Crayons

—FOR EVERY USE—

Highest Award Always



“CRAYOLA”
Drawing Crayon

“SPECTRA”
Pastel Crayon

“BOSTON”
Pressed Crayon

“UVA”
Lecturers' Chalk
Sticks

“STAONAL”
Checking Crayon

SEND FOR SAMPLE SET,
CATALOG AND COLOR CHARTS

BINNEY & SMITH CO.
81-83 FULTON STREET, NEW YORK

KNOWLES'S ORAL ENGLISH

IN NEW YORK STATE

"Knowles's Oral English presents the best embodiment of our ideas," is the verdict of English Committees all over the country which have been working on courses of study.

Some of the first high school adoptions in New York State are as follows:

BUFFALO

ADAMS

ELLENVILLE

HUDSON FALLS

ATTICA

SCHENECTADY

CANANDAIGUA

FAYETTEVILLE

FRANKLINVILLE

SENECA FALLS

TROY

NEW YORK CITY

NEW ROCHELLE

NORTHPORT

BOONVILLE

Have you arranged for the use of this timely, adaptable book?

D. C. HEATH AND COMPANY

231-245 West 39th Street

NEW YORK CITY

THE BEST SUPPLEMENTARY READERS FOR THE CHILDREN'S HOUR

BOOKS I, II AND III. By CAROLYN SHERWIN BAILEY

BOOK I—For First and Second Grades.

Stories that appeal to the child's imagination; the best of the folk and fairy tales, cumulative stories, and those of such simple vocabulary that they will form easy reading for the beginner. Size, $5\frac{1}{2} \times 7\frac{3}{4}$. Cloth. Illustrated.

PRICE, \$0.50.

BOOK II—For Second and Third Grades.

Informational stories of real life that satisfy the child's first longing for knowledge of the common things of life about him. Size, $5\frac{1}{2} \times 7\frac{3}{4}$. Cloth.

PRICE, \$0.60.

BOOK III—For Third and Fourth Grades.

Stories of the Great in history, especially adapted for the child's reading during his age of hero worship. Size, $5\frac{1}{2} \times 7\frac{3}{4}$. Cloth. PRICE, \$0.60.

THE THREE NEIGHBORS and Other Stories

For Third and Fourth Grades. By ANNE ELIZABETH ALLEN.

Miscellaneous collection of two distinct types of stories—realistic, picturing incidents and experiences in the life of a child; and fanciful stories, picturing fairies and elves in a graphic way. Size, $5\frac{1}{4} \times 7\frac{1}{2}$. Illustrated. Cloth. PRICE, \$0.60.

THE SUNKEN CITY and Other Stories

By MARIE H. FRARY and CHARLES M. STEBBINS.

A book of legends—each selected because of its ethical and educational value. The purpose of the writers has been to present only such stories as reveal simplicity, strength and beauty, free from all elements of brutality and unpleasantness with which so many of the old tales are unduly seasoned. All teachers of primary grades will welcome the new material in this book and find daily use for it. Size, $5\frac{1}{4} \times 7\frac{1}{2}$. Cloth. Illustrated. 124 pages. PRICE, \$0.40.

MILTON BRADLEY COMPANY SPRINGFIELD, MASS.

Digitized by Google

CORNELL UNIVERSITY The Twenty-Seventh SUMMER SESSION

JULY 8th-AUGUST 16th

offers to teachers the same advantages which in the last twenty-five years proved so acceptable; a complete university plant, with ample libraries, laboratories, shops, gardens and farms. The situation, in the beautiful lake country, gives unique opportunity for study in field, forest and stream, or for out-of-door life. The main lines of instruction, covering nearly all subjects of school curricula, will be continued. Special attention will be given this year to French language, literature, history and services to civilization, to Spanish with its increasing importance in commerce. Two new courses will treat problems of government and the American political party system. The production and conservation of food will receive attention. Detailed program ready next month.

Full Announcement on Request. Address Director of Summer Session, Ithaca, N. Y.



TEACHERS' AGENCY DIRECTORY

The following is a reliable list of Teachers' Agencies to whom superintendents of schools and school board members may apply at any time for the filling of any position.

KELLOGG'S AGENCY, 31 UNION SQUARE, NEW YORK

HAS BEEN ESTABLISHED 25 YEARS.

This agency makes a constant search for high grade teachers and recommends with care. Only superior teachers are accepted. Teachers are supplied all the year round. If you need a good teacher or know where one is wanted, send particulars. **THE ACTIVE, GENEROUS WORK OF THIS AGENCY HAS SATISFIED THOUSANDS OF TEACHERS.**

Interstate Teachers' Agency

501-503 Livingston Building,

ROCHESTER, N. Y.

The manager of this agency has had twenty years' experience as teacher and superintendent of schools, and ten years' successful experience as manager of a rapidly growing agency. He personally selects and recommends candidates with care. The success of this agency is vouched for by many of our best superintendents, college presidents and normal school principals. Send for circular.

T. H. ARMSTRONG, Proprietor.

The Reed Teachers' Agency

641 University Bldg., SYRACUSE, N. Y.

Known for ten years as a *Discriminating Agency*. Recommending candidates on a basis of *fitness* as well as *ability*. Every recommendation from this agency is based on knowledge and judgment.

H. E. REED, Manager.

HARLAN P. FRENCH, President

WILLARD W. ANDREWS, Secretary

ALBANY TEACHERS' AGENCY, Incorporated

Supplies Schools of All Grades with Competent Teachers.

Assists Teachers in Obtaining Positions

We receive calls for wide-awake and progressive teachers from every State in the Union, and we want more such teachers upon our list. **NOW IS THE TIME TO REGISTER**

SEND FOR BULLETIN

81 Chapel Street, Albany, N. Y.

Albert TEACHERS' AGENCY

25 E. Jackson Blvd., Chicago.

"Teaching as a Business," with chapters on War, Salaries, etc., sent free. Thirty-third year. Register in four offices with one fee. Branch offices—
New York: 437 5th Ave. Denver: Symco Bldg. Spokane: Payton Bldg.

**CLARK
TEACHERS
AGENCY
28th YR.**

FOR A SINGLE FEE YOU JOIN ALL OFFICES

CHICAGO STEINWAY HALL	NEW YORK FLATIRON BLDG.	BALTIMORE MUNSEY BLDG.	KANSAS CITY, MO. N.Y. LIFE BLDG.
ST. PAUL EXCHANGE BANK BLDG.	CHATTANOOGA, TENN. TEMPLE COURT	SPOKANE WASH. CHAMBER OF COMMERCE BLDG.	

NO EXTRA CHARGE

Oldest Chicago Agency **Brewer Teachers' Agency**
The Auditorium, Chicago
A generation of Safe Successful Service

NEW CLASSICS FOR OLD

There are old classics, of course, that will never die. But live literature is not the same yesterday, to-day, and to-morrow. Stevenson's *Treasure Island* was a piece of current fiction only a few years ago.

SOME NEW CLASSICS

Wister: *THE VIRGINIAN* (edited by James F. Hosis).

London: *THE CALL OF THE WILD* (edited by Theodore C. Mitchill).

REPRESENTATIVE SHORT STORIES (edited by Hart and Perry).

SHORT STORIES and SELECTIONS (edited by Emilie Kip Baker).

ECONOMICAL COLLECTIONS

The new syllabus includes many selections that we have included in collections both convenient and economical. Among them are:

SELECTED POEMS FOR REQUIRED READING (Boynton),

(including *The Vision of Sir Launfal*, *The Ancient Mariner*, *Lays of Ancient Rome*, etc.

SELECTIONS FROM AMERICAN POETRY (Carhart).

ENGLISH NARRATIVE POEMS (Fuess and Sanborn).

A COLLECTION OF SHORT STORIES (Pittenger).

SELECTIONS FOR ORAL READING (Fuess).

ENGLISH ESSAYS (Pottinger). OLD TESTAMENT SELECTIONS (Scott).

LETTERS FROM MANY PENS (Coult).

Send for our contents catalogue of the Pocket Classics series, giving the contents of every volume.

There are now nearly 170 volumes in the Macmillan Pocket Classics series—uniform price *twenty-five cents*.

THE MACMILLAN COMPANY, 64-66 Fifth Avenue, New York

SUPERINTENDENTS, PRINCIPALS, TEACHERS AND SUPERVISORS

Do You Read the Advertisements?

If not, you Are Missing
GOLDEN OPPORTUNITIES

The Advertisers who use the JOURNAL do so BECAUSE they know that most, if not all of our readers, are directly interested in the purchase of School Books, Material and Supplies.

Benefit Yourself by Benefitting
the Advertiser

Mention the Journal

N.Y. STATE TEACHERS' ASSOCIATION

A. G. BROOKS, Publisher

SYRACUSE UNIVERSITY SUMMER SESSION

July 8th—August 16th

GRADUATE, COLLEGE, and ELEMENTARY COURSES

Physical Education and Home Economics: Additional work for advanced students.

Methods of Teaching Secondary School Subjects as practiced in the most modern schools: Oral English, English, Mathematics, etc. Teaching staff includes heads of departments from larger high and normal schools as well as members of regular faculty.

Spanish, Conversational French, World History, South American Relations, etc., to meet present demands.

Pedagogy: Courses to meet requirements of the State Teachers' Examinations for college graduates.

Fine Arts Courses, Painting, Drawing, Design, Vocal Music, Instrumental Music, Methods.

TUITION, \$25.00

BOARD AND ROOM, FROM \$7.50 A WEEK UP

For further information, write to
M. ELLWOOD SMITH, Director

THE USE OF PRICE'S PROGRESSIVE SERIES OF REGENTS QUESTION AND ANSWER BOOKS

awakens and maintains interest; compels mastery of the subject; allows the teacher to check up her work; spells efficiency.

ARE YOU USING THEM?

This series out-classes all others. **CRAMMING IMPOSSIBLE—TRY THEM**

THE VOICES OF OUR LEADERS is of unusual value in promoting patriotic education. Order now.

THE ONE BEST WAY FOR TEACHING ARITHMETIC—follow CAMPBELL & HUGHES' SERIES. Result of classroom experience. Nothing quite so satisfactory to secure results desired.

STRONG'S 100% SPELLING BOOK, if closely followed, secures perfect spelling.

WHAT MORE DO YOU WANT?

The BEST WORK in Geography is obtainable when pupils follow suggestions found in the NIVER GEOGRAPHIES.

"The Proof of the Pudding"—Use these geographies one year and you will know the reason. You can prove above statements only by using these texts. Dare you give them a trial? 20% discount—Transportation paid.

ORDER NOW—IF NOT, WHY NOT?

HINDS, HAYDEN & ELDREDGE, Inc.

11-15 Union Square, West, NEW YORK CITY

JOHN C. ROCKWELL, New York State Representative

PATRIOTISM and SCHOOL GARDENS

go hand-in-hand this year

We must increase the world's food supply! The children can and should do their part! The Government advocates instruction in gardening!

Garden Steps

By **ERNEST COBB**

Is designed for systematic classroom instruction, in preparation for and in connection with outdoor work.

Is the outcome of fifteen years experience; is simple and interesting so that it can be placed in the hands of the children; is scientifically accurate and complete, making it a practical Manual for adult gardeners.

Gives full directions for growing each of the important garden vegetables, with additional chapters on soils, fertilizers, tools, sprays and poisons, canning and drying, etc.

Is in full accord with Government bulletins, but by narrowing the field to school and home gardens, makes the information more direct, more interesting, more usable.

238 pages. Fully illustrated. Price 60 cents.

Silver, Burdett & Company

BOSTON

NEW YORK

CHICAGO

SAN FRANCISCO

The Journal

of the New York State Teachers' Association

VOLUME 5

FEBRUARY 15, 1918

NUMBER 1

CONTENTS

	PAGE
THE TEACHING OF FOREIGN LANGUAGES AND THE NATIONAL SPIRIT <i>George M. Forbes</i>	1
WAR SAVINGS CAMPAIGN IN GREAT BRITAIN <i>Basil P. Blackett</i>	5
CO-OPERATION WITH THE STATE DE- PARTMENT <i>Hiram C. Case</i>	11
THE REGENTS' COURSES IN MUSIC AND HOW TO TEACH THEM <i>Russell Carter</i>	17
THE HEALTH HABITS OF THE TEACHER <i>Thomas A. Storey</i>	19
IMPORTANT FACTORS IN THE SUCCESS- FUL TEACHING OF BEGINNING LATIN <i>Robert C. Holmes</i>	23
CHOICE OF SUBJECTS FOR ORAL COM- POSITION <i>A. W. Miller</i>	25
RECOMMENDING A TEACHER <i>James G. Riggs</i>	29
EDITORIAL <i>George P. Bristol</i>	31
STATE DEPARTMENT OF EDUCATION . <i>Hiram C. Case</i>	33
REPORT OF THE COMMITTEE ON LEGIS- LATION	36
BOOK NOTICE	39
BOOKS RECEIVED	39

Published by the New York State Teachers' Association
Rochester, N. Y.

Steadily Growing in Favor

LEWIS AND HOSIC'S

PRACTICAL ENGLISH FOR HIGH SCHOOLS

DEFINITELY planned to teach the average pupil to speak and write good English in his everyday life, this book has achieved a most gratifying success. It has been adopted by high schools all over the country.

Some of the Reasons Why:

By providing material which makes English a live part of the pupil's life, it does away with self-consciousness and artificiality.

In its thorough teaching of construction it leads the pupil to organize his ideas.

Through the fresh, interesting work in oral English, class criticism is developed and the pupil's ambition aroused.

By the use of abundant examples and illustrations, the *how* and the *why* of effective sentence structure and of good paragraph making are clearly taught.

The authors are WILLIAM B. LEWIS, Principal, William Penn High School for Girls, Philadelphia, and JAMES FLEMING HOSIC, Managing Editor of the English Journal, Head of the Department of English, Chicago Normal College.

American Book Company

NEW YORK

CINCINNATI

CHICAGO

BOSTON

ATLANTA

The Journal

of the New York State Teachers' Association

FEBRUARY, 1918

THE TEACHING OF FOREIGN LANGUAGES AND THE NATIONAL SPIRIT

Resumé of an Address Delivered by George M. Forbes, of the University of Rochester, at the Annual Meeting of the Associated Academic Principals of New York State, December, 28, 1917, at Syracuse, N. Y.

THE significance of foreign language teaching depends upon a basic distinction in the methods of language acquisition. The one method is that of formal instruction with relatively mature pupils, based upon the laws of the language and requiring concentrated attention on the part of the pupils with conscious and persistent effort to set up the necessary association between symbol and meaning. This method presupposes and rests upon the previous acquisition of the mother tongue. It is the method by which foreign languages are acquired in all the higher institutions of learning where the purpose is to equip the pupil for some phase of international intercourse. This method involves no danger to the unity of the national spirit, and accordingly there need be no fear, in carrying on this instruction in the German language or in any other foreign language, of an injurious effect upon the national unity. The other method is that by which the mother tongue is acquired. The process is not one of formal instruction but of unconscious absorption. The subject matter presented by the teacher does not consist of the elements of the language itself but is descriptive of some aspect of the child's surroundings. The reaction of the child arises from the instincts of imitation and association and the elements of the language thus acquired are absorbed without any concentration of attention upon the language itself. It is by this process of spontaneous language acquisition that the child is introduced to its whole social inheritance. It is this process which humanizes and civilizes the

child and introduces him to all that makes for individuality in the national spirit. Such language acquisition is not an accomplishment superimposed upon the mother tongue—it is a life process by which the child is introduced to the living national spirit. Here symbol and content are indissolubly bound up together so that one cannot be acquired except along with the other. It is this latter process—if any—that raises a vital issue regarding the teaching of foreign languages in the public schools. So far as the high schools and colleges or universities are concerned, there is practically no difference of opinion. The demands of international intercourse among the modern civilized nations are imperative. Foreign language learning is essential to success in international commerce, in the realm of scholarship and literature, and in the public diplomatic service. It would be nothing short of a calamity to interfere seriously with the organization of courses in our higher educational institutions by which this language teaching is carried on. But the question raised by the acquisition of the mother tongue in its relation to unity of national spirit is a very fundamental one, and requires the most thorough consideration.

History shows that wherever there has existed linguistic segregation in this fundamental sense—that is, where within the same national jurisdiction, governmental and territorial, there has existed the basic form of linguistic segregation so that two or more distinctly separate languages are spoken within this territory, there can never be a complete unity

of the national spirit. It might be thought that Belgium offers an exception to this principle—since Belgium has shown in the present world struggle a high degree of national unity, notwithstanding the very marked linguistic segregation which exists within her territory. In this territory the Flemings, with a language of Teutonic character, and the Walloons, with a language of Latin origin, together constitute the population of Belgium. And this would seem to be a clear case where disunity of national spirit would be expected in the event of such a conflict. The Belgians, however, have taken extraordinary means to overcome this factor of disunity. The public schools of Belgium are so organized that every Belgian child is made bi-lingual. The Flemish child when it enters school is put immediately under a French teacher, while the Walloon child is placed under the Flemish teacher. The content of the course of study is thus presented to each child in both languages, and in no case is there any formal language instruction in either tongue, but both are acquired by the method of spontaneous absorption.

In spite of this very remarkable method of overcoming linguistic disunity, which imposes so great a burden upon the public schools, the German government has clearly seen the possibility of splitting off the Flemish from the Walloon population by virtue of their kinship with the Teutonic peoples, and has been making from the beginning of the occupation of Belgium, determined efforts to play upon the national tradition and spirit of the Flemish population in order to create a prejudice of which they may take advantage.

Many illustrations might be given of the working of this principle. Bohemia, for example, offers a conspicuous illustration in her tragic struggle to maintain the Czech language, literature and traditions, in spite of Teutonic domination. The attempts of the countries between which Poland was divided offers another illustration of the impossibility of securing national unity as against fundamental linguistic differences. Canada, also offers a conspicuous illustration of this principle. The one obstacle to her wholehearted devotion in the present struggle has been the fact that there was planted

in the very heart of Eastern Canada a populous province completely segregated from its sister provinces by language and the national tradition and spirit which goes with it.

In view of these facts the supreme issue regarding foreign language teaching in our own country is its bearing upon this principle of segregation. We must at all hazards maintain our basic linguistic unity, and any influence which tends to undermine this unity, must be resisted to the utmost. What now is the influence upon this question of foreign language teaching in the elementary schools? Let us glance at the facts.

Out of 163 cities of more than 25,000 population only 19 offer foreign language instruction in the elementary schools; 15 of these offer German, 6 offer French and Spanish and one city offers Polish and Italian.

But the fact is that while this instruction has been given in some cases for a period of 76 years yet on the whole there has been a very marked tendency toward decline rather than progress in the extent of such teaching. For example, Baltimore introduced the teaching of German in all the elementary grades in 1874, but instruction is given at the present time in but very few schools and in these only in the seventh and eighth grades. St. Louis, which was one of the first to introduce instruction in German in the elementary schools, abolished such instruction completely in the eighties. Cincinnati has offered such instruction for 76 years, but in the last year the decline in the number of pupils in attendance upon such instruction has declined about fifty per cent., falling from about 14,000 to 7,000, on account of local agitation against such instruction.

These facts show that there is no serious danger of growth in linguistic segregation by this type of instruction. The reason for this decline is clear: all such instruction is the product of sentiment, a natural desire on the part of foreign born parents that their native tongue shall be perpetuated in their children. But for the children themselves this teaching has never had either a vital purpose or an effective method. The results have therefore been superficial, creating the belief on the part of the

community that the time devoted to it was largely wasted.

It is a striking fact that no European country has any foreign language instruction in its elementary schools—though there if anywhere—it would seem, where many nations are found in a relatively small territory, and where the demands of international intercourse are so great foreign language instruction might profitably be introduced.

Our own nation, on the other hand, has a peremptory reason for excluding such instruction from the elementary schools. We have a vast number of children of foreign born parents who in their own homes have already made a beginning in the formation of a mother tongue alien to our own. We must depend upon our public schools and upon them alone, to substitute the English tongue for the foreign tongue already partly acquired by the child. This great task imperatively demands the utmost concentration of attention upon our own national language, and not one moment, in the performance of this task, should be wasted upon the attempt to continue the very tongue which must be displaced. It is nothing less than absurd that schools which have the task of formation in the child of the national spirit and introduction to the national civilization, through the national language, should devote any part of the few years in which they have the custody of children of foreign parents, to the perpetuation in the child, of the foreign tongue.

In this connection attention should be called to certain parochial schools in which in some instances a foreign tongue has been exclusively used in the education of prospective American citizens. This has been true of many parochial schools of the Lutheran church. The laws of the state of New York prohibit such exclusive instruction, and they should be rigidly enforced.

In view of these facts it may be asked whether, from any source, there is a serious danger of the development of linguistic segregation in this country. The answer is that such a danger does exist, and it is this very danger which has raised the whole question of foreign language teaching in our schools. This danger arises from the existence in the

world of a nation which has its own unique conception of world organization. The conception of world organization held by the democratic nations is that of the gradual development of federation among equals, each nation by virtue of its national spirit and genius and power, making its contribution to enrich the world, and that this sisterhood of nations, each respecting the integrity and worth of every other, should finally develop into a world federation, ensuring the permanent peace of the world.

But the German nation has developed a totally different conception of world organization and the means of securing permanent peace. Its conception is that of the super-nation, the inheritor of all the traditions of culture and power in the past and chosen by the Divine Will to dominate the world, reducing all to one homogeneous culture. This nation has depended upon two means for the carrying out of its national ideal: one of these is military conquest, and for this it has prepared on a scale unprecedented in the history of the world, with a view to the reduction of the European nations to a common sovereignty and culture. In the rest of the world, consisting of so-called backward nations, the method of "peaceful penetration" has been adopted in order to prepare the way for the assimilation of these nations to the same sovereign power.

One of the most effective methods of "peaceful penetration" is to make use of the emigrants from Germany who have settled in these non-European countries, to undermine and destroy the national unity of the countries in which they have settled. The conception of so-called dual citizenship has been adopted, the emigrant retaining his citizenship in Germany while also becoming naturalized in the country to which he has emigrated. He thus becomes an agent of his native land for the assimilation of his adopted country to the language, culture, institutions and finally to the sovereignty of his native country.

Most conspicuous example of this type of "peaceful penetration" is found among the South American countries. The three great nations of South America—Brazil, Argentine and Chile—have all been subjected to this process in a great-

er or less degree. Linguistic segregation has been one of the most important factors in this process, and this has gone so far that in some provinces of these countries German has become the dominant language, has been taught exclusively in the schools and in the case of one of them has been partly supported by an annual appropriation of money from the German government. The result of this process in the countries of our South American neighbors, is known to all the world. They find themselves absolutely paralyzed at the critical time to withstand German aggression. Brazil, it is true, has been able to break off relations and to declare war, but she finds herself unable by virtue of this paralyzing disunity in her national life, to take any effective steps to resist German aggression. Argentina presents the pitiable spectacle of a nation subjected to the grossest insults and contempt—and yet unable even to break off relations in vindication of her honor.

The progress of the war has brought to light in a succession of astounding revelations and by overwhelming evidence, the fact that our own country has been subjected to this same process for the past quarter of a century. Doubtless many of the German-Americans—citizens of our own country—have been unwitting instruments in the carrying on of this process, but there can be no doubt that it was intended and believed by Germany that this process in our own nation had reached a point where it would paralyze our power of national resistance to German aggression.

This means that linguistic segregation as a product of immigration in this country had been developed to an extent seriously threatening the national unity, and this reveals clearly the supreme task of language teaching which is laid upon our own country. That task is not the teaching of foreign languages to American children; but the teaching of the English language to our foreign born citizens and to all aliens who come to our shores.

We must provide by law that no foreigner who comes to our country for any permanent stay shall be permitted to remain beyond a very limited time, unless he acquires the ability to read and write the English tongue, at least sufficiently

for intelligent reading of American newspapers.

A foreign language press subsidized by Germany and used for the propaganda of the German language and ideals, is one of the most sinister agencies in the process of "peaceful penetration" which has been described.

Foreigners who come to this country for economic reasons and who expect to live under the protection of our institutions, must be required to master within a reasonable time, our national tongue, and to be able to read our national newspaper press. There should also be a limit to the time during which a foreigner may retain his alien citizenship while residing in this country, and the penalty of failure to acquire the English language and to assume the duties of citizenship should be deportation.

We should learn promptly the lesson which this deadly peril has taught us, and should act vigorously in such a way as to prevent its recurrence, determined that the whole energy of the nation shall be used for the realization of the ideal of one language, one national spirit and one flag.

KEEP YOUR GRIT

Hang on! Cling on! No matter what they say,

Push on! Sing on! Things will come your way,

Sitting down and whining never help a bit—

Best way to get there is by keeping up your Grit.

Don't give up hoping when the ship goes down;

Grab a spar or something, just refuse to drown,

Don't think you're dying just because you're hit;

Smile in face of danger and hang on to your Grit.

Folks die too easy, they sort o' fade away;

Make a little error and give up in dismay;

Kind o' man that's needed is the man of ready wit

To laugh at pain and loss and keep fast hold his Grit.

Digitized by Google
—Louis E. Thayer.

WAR SAVINGS CAMPAIGN IN GREAT BRITAIN

Basil P. Blackett, C. B. of the British Treasury, Syracuse, November 27, 1917

THE War Savings campaign in Great Britain has been a conspicuous success, and if any of those who have been much concerned in the conduct of the campaign were to be asked to apportion the credit for this success, they would, without hesitation, one and all agree in giving the first place to the work done by the school-teachers and the school-children of Great Britain. Let me quote, in support of this statement, an article from the monthly journal published by the National War Savings Committee. This quotation comes from the issue of November, 1916: "No tribute to those who have helped the War Savings movement would be complete unless the children received their share. No one ever doubted that boys and girls are amongst the most ardently patriotic inhabitants of the land, but one might perhaps have doubted whether this particular way of demonstrating their patriotism would have appealed to them very strongly. Most of us have to live fairly long before we properly appreciate the value of little efforts towards a great cause, and to save pennies and to do without sweets or treats seems such a tiny contribution to the winning of the war. But the children have realized its use. Much of the credit for this is due to the teachers. To their many other labors, teachers all over the country have added the task of teaching thrift and showing how every penny handed over to Britain hastens victory."

Here is another quotation, this time from the number for December, 1916. This is a report from the County of Warwickshire: "There are few schools now without a War Savings Association, and the certificates bought amount in the aggregate to a very considerable number. May a grateful nation some day, and not too late, recognize and recompense the silent and splendid patriotic self-sacrifice of the elementary school-teachers."

In telling the story of the War Savings campaign in Great Britain the two most important features which have to be explained are first of all the War Savings Certificate, and then the organization of the country into local War Savings Com-

mittees and War Savings Associations. I do not propose to-day to say much about the British War Savings Certificate. The United States Government has now announced the terms of the American War Savings Certificate, which follows in many respects the British model and in some respects undoubtedly improves upon it. All that I need say about the British War Savings Certificate is that it costs 15/6d, that is, approximately \$3.87½, that it can be cashed at any time either for 15/6d or, after the first year, for 15/6d plus 1d (that is 2c) a month until at the end of 5 years it is worth £1 (say, \$5). No one can hold more than 500 certificates, but within this maximum there is no restriction on the amount that can be bought at any time. The certificates are on sale, and have been on sale now for a year and three-quarters, at every postoffice, every bank, and a great many other places, and can be bought at any time during business hours on any day.

The War Savings organization is designed to carry out two main purposes, first, to explain to everyone the urgent reasons why saving is so important, and, second, to provide facilities for co-operative saving and investment in War Savings certificates. Of these two purposes, it is the first and not the second which the National War Savings Committee has regarded as the most important. Our object was to make people save, and we refused to be judged solely by the number of certificates sold, though this has been very satisfactory. The way the country was organized was as follows. At the center was the National War Savings Committee appointed by the British Treasury. In every city where the population was 20,000 or more a local War Savings Committee was established, and similar local War Savings Committees under the general superintendence of a County Committee in each county were set up in areas where the population was less than 20,000. The whole of England and Wales has been gradually mapped out and divided up into local committees in this way, so that at the present moment there are something over 1,500

local War Savings Committees, and there is no one in England and Wales who does not live within the area of one or other of these committees. Scotland has been organized in a similar way. The local committees are usually presided over by the mayor or the city treasurer, or, in the case of a county, by the chairman of the county council, and it has been the aim of the National War Savings Committee to make each of these local committees fully representative of the area within its control. In addition to representatives of the municipal authority, nearly all the committees contain representatives chosen from among the bankers, manufacturers, local residents, women's organizations, labor organizations, school-teachers, munition works, friendly societies, etc. The usual procedure was to hold a public meeting and persuade a certain number of those present to form themselves into a local War Savings Committee with power to add to their number, so that the size and influence of each committee could, if necessary, be gradually extended as time went on. The expenses of the local committees are found almost entirely without the help of the Government, and this gives them a great deal of liberty and autonomy which has been of extreme value. They pay the piper and they feel they can call the tune. They are in constant touch with the National Committee, either through its traveling representatives, of whom about 30 are appointed, or by correspondence, which, with the growth of the movement, has become very voluminous. The functions of the local committees are two-fold. First, propaganda to explain the reasons why saving is important, to create a strong local opinion in favor of economy; and, second, to establish War Savings Associations, to keep them alive after establishment, to supervise their working, and to act as the channel of communication between the central committee and the associations for such purposes as the distribution of leaflets, account books, etc., which are provided free by the National Committee for associations affiliated to it. The local committees do not themselves collect subscriptions, though they do, most of them, sell whole certificates. The function of the War Savings Associations is to provide facilities for co-

operative saving of small sums from a penny upwards. These sums, as collected from the individual member of an association, are pooled, and every 15/6d that is obtained is at once used for the purchase of a War Savings certificate. The certificates so purchased are held in the first place in the name of the association, but are subsequently transferred to the members as their individual subscriptions mount up to 15/6d. There are at present about 45,000 War Savings Associations in Great Britain, that is, one for every thousand of the population. The number of members varies from as little as 15 to as many as 10,000 or even more. They are formed in all sorts of social groups in connection with churches, factories, munition works, stores, business offices, friendly societies, or to cover certain geographical areas, such as a village or a particular street in a town, and finally, but by no means least important, in connection with schools. I have not got any very recent statistics as regards the number of associations in schools, but in the middle of May, 1917, there were over 11,000 school associations in Great Britain. The value of association for the purpose of saving is enormous, especially in a country such as England where there was a tendency before the war at any rate to confuse the virtue of thrift with the vice of meanness. When a few people get together to save in common for the sake of helping their country, they stimulate each other's efforts by co-operation. Indeed, the War Savings Associations have had an immense influence not merely upon their own members, which must amount now to over five millions, but even more upon those others who still prefer to do their saving independently by going direct to the postoffice to buy War Savings certificates. Moreover, the influence of the War Savings organization is not confined to the small investor or to investment in War Savings certificates only. In England, ever since the end of 1915, various kinds of Government securities have been obtainable, over the counter as it were, from day to day, and not merely at stated times when a big war loan was being issued; and the War Savings organization has had immense value in stimulating the purchase of these larger Government

bonds as well as in persuading people to buy War Savings certificates. We appealed to all classes and made it clear from the first that we were not confining our appeal to the wage-earners.

Perhaps one of the most remarkable features about the War Savings organization as a whole is the fact that although it was started and organized under Government auspices from a central headquarters in London, the life of the movement at the present time comes from the individual members of the associations and from the associations and local committees re-acting upon and stimulating headquarters. It is a thoroughly democratic organization and not a state imposed system.

Now, after explaining the details of the War Savings organization, I want to turn to the methods of persuading people in England of the importance of saving. We were greatly helped by the press in stimulating public opinion on the subject of saving. The press has its own methods of doing this sort of work. Let me show how the well-known London comic paper "Punch" helped. Here is a poem from one of its November, 1916, numbers:

"A pious old man of Dundee
Used to put seven lumps in his tea,
But his new zeal for thrift
Joined in moral uplift
Has reduced his allowance to three."

The appeal has not been an appeal merely to sentiment or merely to the pocket, and it has not been an appeal merely to lend money to the country. What we have tried to do and in a large measure have succeeded in doing is to explain the fundamental economic reasons why saving is specially important in war time. We have tried to teach people not to think in terms of money. Very few of us—indeed perhaps none of us—can form any sort of mental picture of what 20 billion dollars means. So if you tell people that it is urgently important that they should save money because the Government has to spend 20 billion dollars on the war in the first year, you will probably not get very far. Moreover, if you tell a man who has never in his life had more than shall we say 10 dollars or 20 dollars in his pocket at any one time, that the Government

wants 20 billion dollars in a year he will very likely say to you that a dime or a quarter or even 5 dollars from his pocket would be perfectly useless. What we have tried to do is to get away from figures and explain that when we say that the Government wants to spend 20 billion dollars on the war, what we really mean is that the Government has to obtain materials, labor and services of all kinds from the people of the country during the war, which, valued in terms of money, amount to that figure. Finding 20 billion dollars does not mean accumulating coin or notes to that amount in a chest or in the U. S. Treasury Department. Nothing of the sort. It means in the short phrase which we have become accustomed to use in England that goods and services must be placed at the disposal of the Government in a volume never contemplated before—that the Government must be in a position to obtain these goods and services from the people. Money is, after all, only a symbol recognized in the present state of civilization as a convenient means for obtaining command over goods and services. If I have a dollar in my pocket I can make anybody I like, almost, work for me. I can make the candy shop produce and put on sale candy to the value of a dollar. I can make a taxicab in New York carry me for a very short distance. I can make a railway company convey me for something like 40 miles. I can also, if I like, lend the dollar to the Government, in which case I transfer to the Government my command over goods and services to the extent of a dollar's worth measured in money. Now just think what this means. It means not merely that the Government has money with which to obtain a dollar's worth of goods and services, but it means also that there is an extra dollar's worth of goods and services available in the country for the use of the Government, because I have chosen not to use them up for my own private purposes. The problem before the Government is to find goods and services for the war in unprecedented volume, and it can only do so if the citizens of the country refrain from competing with the Government for the available goods and services. The late

Lord Kitchener put the matter very clearly in a speech which he made in London on the 1st March, 1916, his last public speech. What he said was "There are not goods and services enough to go round. Either civilians must forego some of their ordinary comforts, or the Navy and Army must go short of their necessities, and that means a larger loss of life."

Now, it may have sounded a Utopian thing to do, but what the National War Savings Committee set out to do, and what all its local committees have been doing, has been to try and explain this gospel of goods and services, as I am tempted to call it, in popular language to everyone who will hear it. We had a poster, that was also issued in the form of a pamphlet, entitled "Six reasons why you should save," and the reasons were these:

1. Because when you save, you help the country to help you to win the war.
2. Because when you spend on things you do not need you help the Germans.
3. Because when you spend, you make other people work for you, and the work of everyone is wanted now to help our fighting men, or to produce necessities, or to make goods for export.
4. Because by going without things and confining your spendings to necessities you relieve the strain on our ships and docks and railways and make transport cheaper and quicker.
5. Because when you spend you make things dearer for everyone, especially for those who are poorer than you.
6. Because every shilling saved helps twice, first when you don't spend it and again when you lend it to the Nation.

Well, perhaps you will be thinking that the idea of ever persuading people to save and lend money to their country by giving them lectures on political economy is bound to be a failure. The reverse is the case. It is quite true that it proved very difficult to persuade bankers and business men not to think in terms of money. They were apt to say "Business as usual is my motto. Let money circulate; it is good for trade." "Quite so," was our reply. "Let money circu-

late, but in the right channels." All our expenditure and all our labor must go upon supplying the requirements of war and the essential needs of our people. They must not be squandered upon unnecessary goods. Public opinion must declare itself definitely against personal indulgence.

The National War Savings Committee had a gradually broadening vision of what its functions were. It knew from the first that its functions were not merely to sell War Savings certificates but also to persuade people to save. Then it saw that increased production and avoidance of waste were equally important. The country wanted goods and services. There were plenty of people who had it in their power to increase the amount of services available, by taking up work that would help the country, whether paid or not, or by transferring their activities from producing non-essentials to producing essentials. So the vision which the War Savings Committee saw and proclaimed was that in a nation organized for war every man and every woman and every child had their part, both in a positive way by producing more of the things that were essential, by avoiding waste, and also by the less attractive method of avoiding all expenditure which was not essential for health and efficiency. As I say, the bankers and the business men found this doctrine hard, but the girl in the munition factory was quick to see it. We had a poster which was very popular—"124 cartridges for 15/6d and your money back with compound interest." The munition girl was not slow in seeing that if she saved 15/6d and lent it to the Government, the Government would have 15/6d with which to buy cartridges, the Government would have 15/6d with which to employ herself and others on making cartridges, and that the labor of herself and others would be set free for making those cartridges instead of being used up in making or selling, shall we say, cheap jewelry, and that finally after the war when her boy came back from the front she would have not merely 15/6d, but also the accumulated interest towards furnishing a home for herself and her bridegroom. But the children were even quicker in understanding the

gospel of goods and services than the girl in the munition factory. Everywhere the children understood. Here was something positive they could do. They could take their part in the financial offensive. By not buying candy, or by not going to the movies, they could help to increase the amount standing to their credit in the school War Savings Association and they could be taking their part in helping to win the war. They could not all, they knew, be like Jack Cornwell, the hero of the Battle of Jutland. They could not all die for their country like Edith Cavell, but they could help positively by saving their pennies and by earning more pennies by doing useful things out of school hours. They could take their part in making history instead of only reading about the heroes of history. They were wonderful missionaries for the War Savings campaign. They went home and told their parents about the War Savings certificates and about the gospel of goods and services. Let me quote again from the War Savings Journal. "The schools are splendid almost everywhere. Nine associations in Hove in six weeks subscribed £480;" or again, "The children themselves have often been our best missionaries and advertising agents. They have written convincing letters to parents and neighbors and helped at War Savings meetings;" or again, "From Merthyr Tydvil comes a story which proves how eager the children are. Between a Monday and a Thursday the scholars of one school paid in £6 (30 dollars), and they never expected to see it any more. They fancied that the cash was sent straight to the Army and Navy and was gone for good. They were all poor children, yet they were prepared not to lend but to give. Truly, the very small investor is doing very well." Now I want to tell you something about what happened in a county of Wales called Cardiganshire. It has a population of just 60,000, but in the first quarter of 1917 the number of War Savings certificates bought through the War Savings organization in Cardiganshire was seven-fold greater per head than the next highest county in England and Wales. Of course, there must have been many "nest-eggs" brought out to make this total, but the

reports by the honorable secretaries for the county shows that it was the schools that secured this wonderful result. "When the campaign was started we decided to work through the schools not only to form associations to reach the parents as well as the children and to appeal to all classes and practically every existing institution. The results were amazing and electrifying. The earnestness and enthusiasm passed all bounds. Meetings were crowded at whatever hour they were held—from 10 A. M. to 10 P. M. Practically everywhere speakers found large and influential gatherings of teachers, farmers and others awaiting their arrival. The children conducted a house-to-house canvass." In fact, there was an immense revivalist movement, as I may call it, about the county. This shows what the sincere efforts of a few active and patriotic organizers working on a patriotic population through the school-teachers and the school-children can perform.

One very successful method of encouraging war savings has been the performance of little plays, especially in the villages, by the school-children. One playlet I remember was called "Patriotic Pence." In the first of the two scenes, Mrs. Smith, with her children clamoring for pennies to buy this, that, and the other, wonders where all the pennies go. She sings the question, and the children join in the chorus "Oh, dear, what can the matter be? Everything's wrong in our home." And then a figure appears who turns out to be a fairy, and she introduces 12 small brown figures which are the spent pennies, and they explain, in a song, the useless things they have been buying. The tune is "The Campbells are coming." The song begins, I remember,

"The pennies are going to-day, to-day,
The money is flowing away, away,
The money is flowing and nobody know-
ing,

And nobody having a say, a say.

"From somebody's pocket I fell, I fell,
And that was just as well, as well,
For there rolled down the street two
sixpence's neat

And a stream of pennies as well, as
well.

Thereupon Sergeant Shilling sends the pennies off to buy milk instead of beer, candles instead of candies, and so on, and they return bringing also the cartridges that save the soldiers' lives. They sing another song which is also set to one of the English patriotic airs. I only remember a part of it—the chorus:

“We are each small enough, it is true.

There's little a penny can do.

But a cartridge to fire from a rifle

Is just what a penny can do.”

The second scene some weeks later is also in Mrs. Smith's room, which is now much better kept. The fairy comes again and calls in the patriotic pence, and they tell in other songs, still to well-known English airs, what they have lately been doing. Mrs. Smith explains to a visitor that it only means that “the kids and I are trying to do our bit at home as Dad is doing his bit in the Navy.”

It is sometimes objected—I remember in one particular case a meeting of London teachers where it was objected—that the work of managing a school association was likely to be too much for the over-worked teacher. The complaint was answered on the spot by a lady teacher, who said that she had been running an association for six months and though at first it took her a little longer she now found that with more than 100 members the account keeping did not involve ten minutes' work a week. All through Great Britain the teachers have made immense sacrifices of their time, not merely running school associations among the children, but acting as regular workers for the local War Savings Committee and stimulating others to form War Savings associations.

Some of the teachers with whom we first discussed the question of encouraging War Savings in the schools were afraid that it would be dangerous to teach the children to save lest they should become mean, but the appeal we made was not to the pockets of the children or their parents so much as to their patriotism; and if there is any danger of the kind feared it could surely be got over by insisting on the duty and pleasure of right spending. Just try for a moment to form a vision of a nation of right spenders, where everyone in his or her spending would think not merely of

himself or herself and the pleasure to be obtained, would not insist too strongly on the fact that the money was his or her own to spend as he or she liked, but would think of others and remember that, though money is our own to spend, it is our own to spend rightly with due regard to others. In war time it is easy to see what our duty to others is. Our duty is to help to win the war, and this we can do by refraining from all unnecessary spending. But in peace time, too, we can think of others. If the duty of right spending were once properly learnt, he who had learnt it would be the happiest man in the world. This war is bringing, in all the belligerent countries, large sums into the pockets of the wage earners. No one grudges them their earnings, but it is for many of them the opportunity of a lifetime; indeed, it is the opportunity of generations. For once there is some surplus over bare necessities which can be saved and set aside against a rainy day or as the nucleus of a capital fund. Many are learning it and are seeing that they can help themselves and their country by saving.

Let me end with one more quotation from “Punch:”

“Lend all and gladly. If this bitter strife
May so by one short hour be sooner
stayed,

Then is your offering, spent to ransom
life,

A thousand-fold repaid.”

The water that flows from a spring,
does not congeal in winter. And those
sentiments which flow from the heart cannot be frozen by adversity.

Coleridge says there are four kinds of readers. The first is like the hour glass; and their reading being as the sand, it runs in and out, and leaves not a vestige behind. A second is like the sponge, which imbibes everything, and returns it in nearly the same state, only a little dirtier. A third is like a jelly-bag, allowing all that is pure to pass away, and retaining only the refuse and dregs. And the fourth is like the slave in the diamond mines of Golconda, who, casting aside all that is worthless, retains only pure gems.

CO-OPERATION WITH THE STATE DEPARTMENT

Hiram C. Case, Administration Division

IT is the business of the Department to be of service to the teachers, but the more help the Department receives from the teachers the more it is able to do for them. No great task can be accomplished without organization. Nowhere is this better illustrated than in our great military services. No matter how many million men we may be able to send to the battle lines of Europe they would be worse than useless unless they were thoroughly organized. It requires months of training before they are allowed to take any part in the great struggle. It requires a perfect organization to direct their activities after their training has been accomplished. All must work in unison to accomplish the great end for which we are all striving. So there must be organization of the educational forces if the best results are to be obtained. There is, however, this difference. The educational organization is democratic. By this I mean that no course of action should be determined until everyone has had a chance to express his views or until the best thought and experience of all can be brought to bear in arriving at a decision. After a course of action has been decided upon, however, as a result of counsel and deliberation it can be carried to a successful determination only by an organized effort.

The State Education Department is the authority designated by our state laws to direct these forces. If results are to be accomplished the teacher must enter into the spirit of the organization and do her bit to carry out the program. She must thoroughly familiarize herself with the plan as outlined by the Department and use her best effort to carry it out in every detail. To illustrate—Under the supervision of the Department an elementary syllabus has been worked out. To do this committees consisting of the best educational experts that the State affords have met at the Department and every detail of the proposed syllabus has been gone over, discussed and decided upon. This representative committee has been made up from all sections of the state—those

most familiar with the problems in the rural schools, those familiar with the big city system, those familiar with the private schools; in short, all interests that would be affected by this syllabus when completed have been called into the council. The high school has been represented, as the elementary school must fit for the high school. The course of study has finally been fixed and is the best that could be agreed upon. It then became the duty of the State Education Department to direct the carrying into effect the result of this deliberation. Doubtless there are features of the syllabus that do not appeal to some, but if each knew just why these features were presented she might take a different view of the case. I do not mean by this that any one should let others do her thinking for her, but I do mean that before condemning the course outlined by this expert committee she should be sure that she has something better to offer. She should understand that the state as a whole is to be considered—that what might work well in one particular case would not do at all in other sections of the state, and that if we are to have an organized educational system the course of study must be such that it will clearly fit into the scheme as a whole. So here the teacher can be helpful to the Department by accepting what has been agreed upon by these experts as the best and cheerfully use every effort to work in harmony with its decisions, remembering that the Department has at heart the interests of the entire educational field, elementary, secondary and higher, and that each must be so fitted to the other that there will be uninterrupted progress from start to finish.

But I hear someone say, "You would do away with the individuality of the teacher." There is ample room for individuality in working out the course as outlined. The outline is rather a direction of what is to be accomplished than a direction of how to accomplish it, and it is the end to be obtained that must be uniform. The teachers in our rural schools are constantly changing. The work of the pupils must suffer if it is

not done by the teacher having charge this year so that the teacher next year may be able to take it up exactly where it was left off without any lost motion and carry it forward to successful completion. This is where the organization counts. This is where the damage is done through lack of organization. Failure on the part of the teacher to faithfully follow instructions hinders the work of the Department in its endeavor to carry forward the uniform course of study and thereby tends to throw the work of the Department into disrepute; while the earnest, conscientious following of the direction of the Department helps it by carrying its outlined plans to a successful determination. By giving the Department this co-operation you are helping it and thereby enabling it to be of the most help to the educational system of the state.

Again, you may be helpful to the Department by thoroughly familiarizing yourself with its plan of organization and in endeavoring to work in harmony with that plan. Too many of our teachers make no effort to become acquainted with the Department and know but little of its aim or what it is trying to accomplish. They look upon it as a mysterious something to be dreaded instead of a body of men all anxious to be helpful. I know whereof I speak from actual experience. I well remember when teaching in a country school attending my first teachers institute, and there for the first time meeting one of the institute conductors and later in the week the State Superintendent of Public Instruction. I remember the awe with which I looked upon this superintendent when he was introduced to that body of teachers and how I considered him as a person not to be approached by me, a poor country school teacher and how I thought his sphere was so far beyond me that we had no interests in common. In after years when I came to be intimately acquainted with this man and found how eager he was to help just such poor fellows as I was when I first saw him I could not help feeling what a pity it was that teachers cannot realize how anxious and willing those at the head of our great educational activities are to help those who need it most. So

I say you can be helpful to the Department by thoroughly familiarizing yourselves with its organization and by taking advantage of the facilities which the Department offers to help you in your work. How many of you think of consulting the School Libraries Division when you are contemplating the purchase of books for the school library in order that you may get the best for your money? How many of you are familiar with the Educational Extension Division and know that for the mere cost of transportation you can borrow a library of forty or fifty books and have the use of them for a period of a year? How many of you are making use of the facilities of our Visual Instruction Division?

It might not be out of place here to briefly outline the Department organization. The Department is divided into divisions and each division has its particular work to look after. The Attendance Division looks after the enforcement of the Compulsory education law. The Agricultural and Industrial Education Division looks after the agricultural schools and vocational schools. The Educational Extension Division loans books and traveling libraries not only to the schools but to organizations such as granges, study clubs, etc. The Examinations and Inspections Division has charge of the preparing of the Regents examination questions and the rating of the papers after they have been returned to the Department for review. It also has charge of the inspection, particularly of the high schools and academic departments, although the work is not confined exclusively to that field. A great deal of work is done in the elementary schools. The Law Division is at the service of every teacher for advice on any legal question, and in case of a dispute between the teacher and her board, or any interested party for that matter, the Law Division stands ready to hear an appeal and advise the Commissioner of Education what decision should be made. The School Buildings and Grounds Division has charge of the erection of new buildings, the repairing of old buildings and the heating, lighting, ventilating and sanitation of school buildings and grounds. The School Li-

braries Division has charge of the selection of books for the school libraries on which the state makes an apportionment of public funds. The Visual Instruction Division loans pictures to school districts upon their paying what amounts to the cost of transportation to and from the Department. It also loans lantern slides for use in the schools. One section of the Administration Division gathers the reports from the schools at the close of the school year and apportions the public moneys on the basis of these reports. Each of these Divisions has directly to do with each of you teachers and you will be most helpful to the Department if you will thoroughly familiarize yourselves with the benefits that you may be able to receive from any of these sources, because each stands ready and anxious to be of service to you and each needs your co-operation if it is to be of the most service and do the most good.

You can be of help to the Department in being prompt in your correspondence, by giving close attention to the minor details in making the reports which each of you is asked to make. The Attendance Division asks each of you at the close of the month to report the attendance of the children in the school who are within the compulsory attendance ages. Neglect to make this report, inaccuracy in making it, or an attempt to conceal the exact facts that should be stated in the report are a decided hindrance to the work of the Department. Hundreds of letters have to be written every year that might be avoided if the teacher were prompt and accurate in performing this duty. The making of your annual report at the close of the school year is a duty incumbent upon you as teachers and if this is promptly and accurately done it is of the utmost help to the Department. The lack of a complete report from a single school district may hold up the district superintendent's abstract and make useless the prompt and conscientious work done by every other teacher in that supervisory district. These duties are often looked upon too lightly. It has been my observation that the teachers do not hesitate to express their displeasure if the public moneys of the state are a few days late in arriving

at the county treasurer's office, but they do not seem to realize that in every instance where the public money has been late in leaving Albany the cause for it can be traced directly to the neglect and indifference of some of the teachers of the state in filing their annual reports at the close of the school year, or in furnishing necessary corrections to that report when requested. These reports form the basis for the apportionment of the public money and this money cannot be apportioned until the reports are finally filed in accurate form. So here the teachers can be most helpful to the Department and by being helpful to the Department enable the Department to be prompt in completing the apportionment and having available for them a part of the funds which trustees invariably rely upon to meet the monthly payroll.

Again, the teacher may be helpful to the Department by refraining from criticising the actions of the Department without being sure that she understands fully the particular thing of which she complains. The speaker could give you instance after instance that has come to his personal attention of teachers most severely criticising a Department rule or regulation when as a matter of fact there was no such rule or regulation. The teacher had not taken pains to ascertain the facts. To illustrate—I have been asked on numerous occasions why the Department would not allow a pupil to enter the high school until he had passed all of the subjects for a preliminary certificate. My reply invariably has been that I don't know. They do allow it as there is no regulation to prohibit it. Again I have been asked why the Department does not allow pupils to graduate from the high school until they have passed all subjects for a Regents' diploma. The answer is the same. The Department does not hinder their graduating from any high school even without having passed any Regents' examinations at all. Now in each case the person asking the question had confused a regulation of a local board of education with a Department rule and simply assumed that because some board of education had a rule of this kind that it was put in force because the Department required it. The fact of the matter is that the

Department has always advised local boards to allow pupils to go ahead and take any high school work for which they are fitted, even though at the same time they were taking one or more subjects in the grades in order to complete the work for a preliminary certificate. And so the Department strongly advises boards of education not to make graduation from their high school dependent upon the passing of Regents' examinations. It is true that the Regents' diplomas will not be granted by the Department until the examinations have been passed for that diploma, but this has nothing to do with graduation from the local high school. So I say, before condemning what may seem to you to be a useless, unreasonable or unworkable requirement of the Department, be sure that you thoroughly understand what the requirement is, or whether there is any such regulation, and it may frequently surprise you, when you have come to this understanding, what a mistaken notion you had of the matter.

The Department is not at all afraid of just and honest criticism. In fact it invites it. The only way the Department can get reliable information as to the actual working of any activity it may be interested in is through an honest and just criticism by the teachers, who must be most familiar with the practical working out of the activity. Nor should the criticism be based on one view or angle of the situation. The teacher should endeavor to determine whether her own experience is the general experience of those having to do with any particular problem, or whether she has on her hands an exceptional case which is not typical of the whole. There are many requirements of our school law which, if honestly administered and handled with intelligence, are of the utmost value, but which can be rendered absolutely useless and in many instances worse than useless if administered by antagonistic school officers.

A great deal of unjust criticism has come to the Department because of the medical inspection requirement and still there is no statute that has been placed on the statute books of late years from which greater good will come to the children of this state if honestly and prop-

erly administered than from the medical inspection law. Again I will speak from my own experience. Twenty odd years ago, when I was school commissioner in one of the western counties of the state, I had a little girl between five and six years old. One of the Regents' inspectors, when visiting the schools in that county, came to stay over night at my home. During the evening he noticed this little girl looking at a picture book and noticed that she held the book too close to her eyes and that she looked at the pictures sidewise. He asked me if I had ever had the girl's eyes examined. I replied that I had not, and as a matter of fact I had never noticed anything peculiar about the way she held her book. The girl was fretful and peevish and we did not know what was the trouble. We took her to an oculist who fitted her with proper glasses and in a few months the peevishness had disappeared entirely and the girl was as healthy and rugged as any girl of her age. Had medical inspection been in force at that time and had it been honestly administered the defect in this little girl's vision would have been sooner discovered and corrected, and I daresay that only from the fortunate occurrence of this Regents' inspector visiting my home on that occasion the matter would have gone along until perhaps permanent injury might have resulted to her eyesight. As it was the matter was entirely corrected and after wearing glasses for five or six years she has since been able to do without them entirely. The teacher here can do great service to the Department and to the children of the state by entering into the spirit of this activity, by losing no opportunity to educate the people of the community in which she is teaching to the necessity of looking after the health of the children, and by trying to create public sentiment which shall popularize this feature whenever the opportunity offers.

Recently a new feature has been added to the work of our schools in physical training. The Department has been severely criticised for this, largely because of the expense it involves, but the truth of the matter is that the original program of the legislature was to pass a law which would make military training

compulsory in all of our schools, and if it had not been for the firm stand taken by Dr. Finley in insisting that physical training be substituted we would now have compulsory military training in all of our schools. Instead of criticism Dr. Finley is entitled to the gratitude of the entire teaching force. The law, however, is on the statute books and it is now the duty of the Department to enforce it. The success or failure rests largely with the teachers themselves. It is the desire of the Department to enforce it in the most intelligent manner possible so that the most benefit may come to the schools through its enactment. The honest criticism of the teacher as to how it works out in her particular school is invited and if there are features of the work which are proving impracticable the Department should be told of this fact. There can be no doubt of the benefits to be derived from physical training as a whole. But it will take time to determine the best method of administering the requirements of this law. The teacher should be open-minded on this question and should enter into the spirit of the act with a view to trying to help the Department solve the question as to how it can best be administered. With this co-operation on the part of the teacher good will come out of it. And no small part of the teacher's work is that of educating the parents and the community as a whole as to the real benefits that are to be derived.

Teachers can be most helpful to the Department by avoiding petty disputes and wrangles with trustees and boards of education. Our files are filled with complaints from both teachers and trustees over the most trivial matters, touching on their rights. It is not always wise to insist upon your rights. By doing so you frequently make trouble for yourselves. When inquiries in regard to the rights of teachers come to the Department I am frequently reminded of a remark I once heard one of our most popular institute conductors make when asked by a teacher at an institute if she didn't have a right to insist upon a certain thing being done. His reply was, "Sure you have a right to do it. A woman has a right to sing bass, but how like hell it sounds." So you have a right to do many things,

but it is unwise to do them. By avoiding these petty wrangles and disputes and especially by avoiding appealing to the Department because of them you will be helping the Department most materially and you will be helping yourselves far more, because even though you carry your point you virtually lose in almost every case. Like the story in the old reading book which I used when a lad in a country school, about the goat and the little boy who met in the middle of a narrow foot-bridge, where the goat could not turn around and the boy would not, and the dispute was finally ended by the goat pushing the boy into the stream and safely crossing the bridge—so in these petty disputes they usually end by the trustee being the goat and the teacher landing in the stream. Only a week ago a letter came to my desk in which the teacher wanted to know whose business it was to bring a pail of water to the school building each day for the children to drink. I felt like telling her that if she had not tact and executive ability enough to arrange for the bringing of a pail of water to the school she had better seek some employment other than teaching school, but of course such a reply should not come from the Department.

Last winter a radical change was made in the school law which affected the organization of 90% of the school districts in this state. The act is commonly known as the township law. Much opposition to this law is now being manifested and the reason for it is clear. This opposition is almost wholly because it has raised the tax rate in many of the school districts. The truth of the matter is that hundreds of districts in this state have never paid their share of school taxes while others have paid for more than their share. Now that the taxes are being equalized those districts that are being called upon to pay the higher rate, which they should have done for years past, are objecting strenuously while those districts where the rate has been lowered are accepting it quietly and not saying a word. In fact we hear but very little discussion of the merits of the law other than how it affects the rate of taxation. The people who are opposed to this act have not considered the benefits that are coming to the children of our

state through this consolidation. How many of you teachers have made a study of this township law so that you are ready to pass intelligently upon its merits? How many of you are trying to show the people of your community where the real benefit in this act lies? Are you trying to do your bit to show to the people of this state the benefits that are to be derived from this statute? Do you know how well it has worked out in other states and how loath those states which have tried it out would be to go back to the old antiquated district system?

Do you know that it is no exception to the rule to find that under the old system one school district in a town had a tax rate four and five times larger than another school district in the same town? Do you know that although we have been working under this new act less than half a year we already have positive evidence that the town boards of education are improving their school buildings, are furnishing more comfortable quarters for the children and are taking more interest in securing good teachers for the rural schools than did the trustee under the old system? Do you know that we have not had a single complaint this year about a teacher being hired so that the trustee could board her, or because she was a particular friend of the trustee's wife, or any reason other than because she was a good teacher? Under the old district system these complaints were numerous. The fact that practically the only criticism that we have had on the workings of the township law is that of increased taxes is one of the best evidences of its wisdom. And when you come to analyze the criticism of increased taxes you will find that where the taxes are increased it is because of one of two reasons. First, the taxes have been increased in a district which heretofore has not been called upon to pay its share toward the support of the schools, and second, because the new town board of education has found it necessary to raise an extra amount of money to put the school buildings into proper condition, which money should have been raised by these districts in previous years, but because of neglect on the part of the people to keep the buildings in proper condition it is now necessary

to expend an extra amount—and this makes the tax rate for the present year larger than usual.

There undoubtedly will be an effort to have this law modified and possibly repealed at the coming session of the Legislature and you as teachers can do one of the greatest services to the school system of the state of New York if you each make it a personal matter to try to educate the people in your community to the benefits that will eventually come to the children of this state through the workings of this act.

Many other specific instances might be cited where the teacher could help the Department and through that help make the Department more useful to the schools, but I think I have detained you long enough. Your president suggested when he asked me to occupy this period that I give you a chance to question me in regard to any problems affecting my Division, concerning which you may desire assistance or advice. I am therefore going to give you an opportunity for the remaining time allotted for this period to ask me any questions which may come to your minds and in that connection I want to extend to each one of you a most cordial invitation to tell me if in my attempt to point out to you where you may be helpful to the Department I have looked at the relations between the teacher and the Department in a too narrow or one-sided manner and to tell me if from what I have said you can suggest some ways in which the Department can be of the most service to you as teachers.

There is nothing purer than honesty ; nothing warmer than love ; nothing more bright than virtue ; and nothing more steadfast than faith. These united in one mind form the purest, the sweetest, the richest, the brightest, the holiest, and the most steadfast happiness.

In the depths of the sea the waters are still ; the heaviest sorrow is that borne in silence ; the deepest love flows through the eye and touch ; the purest joy is unspeakable ; the most impressive prayer is silent ; and the most solemn preacher at a funeral is the silent one whose lips are cold.

THE REGENTS' COURSES IN MUSIC AND HOW TO TEACH THEM

Russell Carter, Amsterdam, N. Y.

AT present, there are four Regents' courses in music offered in the high schools of the state of New York,—Chorus Singing and Rudiments of Music, Dictation and Melody Writing, Elementary Harmony, and Musical History and Appreciation. Harmony and History are given in a comparatively small number of schools, Dictation and Melody Writing in an increasing, although not yet a large number, and Rudiments in a large proportion of the schools. Because of this proportion, I shall devote the larger share of my time to the methods of teaching Rudiments, in the light of my own experience as a high school teacher and as an examiner for the State Education Department.

In teaching any course in music in which the pupils' part may be spoken or expressed in writing, there is always a danger that the work may become purely mechanical. It is possible for pupils who have memorized a series of definitions and musical signs to pass a written examination creditably, and still to have added little to their store of musical knowledge. For instance, a pupil may recite glibly that the major scale is the one in which the half-steps occur between the third and fourth and the seventh and eighth, and yet he may be absolutely unable to identify a half-step when that unfortunately-named interval is played or sung. A melody written in 2-4 measure may be correctly re-written in 2-2 measure, merely as a problem in fractions, without any conception, on the part of the writer, that a measure signature indicates a certain succession of natural accents of which he should be cognizant.

There is a real danger here, that the pupil may pass from a music course with the idea firmly implanted within him that music is a series of arbitrary signs and rules. On the other hand, there is something to be said on behalf of a teacher who is given a class of first-year high school pupils gathered from city schools, village schools, and one-room rural schools,—regardless of race, color, or previous condition of musical servi-

tude,—and who is expected to turn out a well-drilled class that can pass the examination in Rudiments at the end of the year. Added to this, the teacher of music may be compelled to conduct all classes, whatever the work, in the school auditorium. However, in speaking of teaching methods, it is a wise plan for the speaker to confine himself to positive suggestions, rather than to wander forth into the maze of compromises with ideals which a teacher may find it necessary to make.

The burden of all that I shall say is this,—teach music first as music. Let all the drill and the definitions and the mathematics be used as means to an end, not as ends in themselves. The theory of music, as distinct from its practice, may be one of the most interesting subjects in the curriculum, and it may be one of the most dreary. Other things being equal, the interest and the profit of the pupils will depend largely upon whether we teach musical sounds as represented by signs or whether we teach merely the signs.

In order that this may be made very practical, let me refer to various elementary processes in the teaching of the course in Rudiments. As a basis for nearly all the work of the course, it is necessary that the major and the minor scales be taught. Teach them by singing them, and then have them written. Later on, sing or play melodies in the major and in the minor and ask the class to identify the mode by the sound, not by the appearance of the notes upon the staff; the latter is important, but it is not the most important thing. The Italian terms should not be taught as definitions merely. It is, of course, necessary that they should be given to the class in a formal way, but their application should not end there. An excellent way to test the meaning of the definition to the pupil is to sing or to play familiar melodies to the class, asking for the terms which describe the various styles of performance, and including the commonly-used abbreviations for many of the terms. An opportunity

for the real application of the lessons in the Rudiments class, which is often missed, is afforded in the periods allotted for the chorus singing of the entire school. In a chorus of several hundred of the high school age, the conductor must overlook things, of necessity, which he would consider unpardonable in a choir or in a class in sight-singing. It is possible, nevertheless, to call attention, tactfully and persistently, to the musical details which are a part of the course in Rudiments.

It would seem as though Dictation and Melody Writing could not be taught unmusically, but I fear that Melody Writing is not always considered from the musical side, judging from the samples of original melodies which are presented upon examination papers. In writing a melody for a given text, it is often only too evident that pupil has counted the number of syllables in the given stanza and then has written an equal number of notes following whatever measure signature pleased his fancy. From the ratings given by some teachers, it looks as though they were satisfied with this method of melody construction. The remedy in this case is so obvious that I shall not take the time to speak of it in detail.

After all, it is almost impossible to teach the two courses which I have mentioned absolutely unmusically. The course in Rudiments is so very near the rock-bottom elements which anyone must know in order to have any musical knowledge whatever, and the course in Dictation and Melody Writing must be so largely connected with musical sounds, that any pupil of normal intelligence will gain some musical enlightenment from having taken them.

Upon the evidence of the papers submitted to the State Education Department, I think it is safe to say that not half the schools giving the course in Harmony give it as music first. Many of the teachers do not seem to realize that the purpose of harmonizing a melody is to supply other melodies to accompany the given one, and that each part,—soprano, alto, tenor, bass,—should conform to the principles of good melody writing. I am not basing my judgment in this matter solely upon the work of the pupils. Anyone that teaches high school pupils

knows that some of them, regardless of teaching, may write almost anything on examination papers. I am basing my judgment upon the teachers' ratings of the pupils' work. Because the individual chords, considered solely as such, are constructed correctly, full credit is given for harmonizations which may involve frightful melodic jolts in the under parts. One wonders if there is no recognition of the fact that harmony is but a continuation of melody writing, and that, as a fact of history, melody furnished harmony with a *raison d'être*. Instruction in the method of constructing chords upon a given root, in itself, is not teaching harmony. It bears about the same relation to the subject that spelling bears to English composition,—one of the necessary foundations.

The course in Musical History and Appreciation sometimes suffers at the hands of its too enthusiastic supporters. From the fact that it is history, it presupposes some general knowledge of political history; from the fact that it is Appreciation, it presupposes some musical experience on the part of the person who studies it. Often, it is undertaken without a clear idea of the prerequisites and seems to be reduced to a course in the memorizing of unrelated dates and set phrases of musical criticism. In an incidental way, all music teaching should include musical history and appreciation, but it is a great mistake to undertake the intensive study of the subject too soon. Since the invention of the talking machine there is no excuse for teaching this subject without musical illustrations. A few years ago the necessary illustrations could have been found only in the larger cities and the college towns, but that condition no longer holds.

So I must close as I began, and repeat,—teach music first as music. If we can but keep that in mind, and use our common sense, we shall accomplish much in the line of our chosen endeavor.

If you have a heart of rock, let it be like that of Horeb that gushed when stricken by the prophet's rod.

Tom Corley says: "Make yourself a good man, and then you may be sure there is one rascal less in the world"

THE HEALTH HABITS OF THE TEACHER

Thomas A. Storey

SCHOOL people and philosophers interested in educational progress have proclaimed for more than two thousand years that health is of fundamental importance to the achievement of the best that is possible in all human effort. But the average teacher and the average philosopher even to-day, like the average human in general, takes but little trouble to inform himself concerning the laws of health, and takes less trouble to practice these laws.

Because of their bad health habits, teachers are sick more than they ought to be, and on the average die younger than they should.

We teachers are more commonly accustomed to spend time and attention in the examination and care of plants and pets—a rose bush or a canary bird—than we are to spend time and attention in the examination and care of our bodies and their important organs.

We are more regularly concerned over the living things—the insects, scales and other parasites—that destroy the chestnut tree, the spruce, or the potato plant, than we are in the practice of health habits that protect our own bodies from the living and inanimate things that injure human health.

We may look after the daily lives of our grain fields, our orchards, our farm stock; or our household pets, but we teachers, like most other people, are very likely to form our own daily habits without any particular thought or definite plan. We eat our meals in a hurry, we give our dyspeptic forming dispositions full freedom, we don't exercise unless we have to, we have forgotten how to play, and we purchase our recreation and rest at a movie show where we may be entertained with the least amount of effort on our part. Truly these are health habits of which no one can be proud.

Two hundred years ago, the average age at death among the civilized nations of the world was twenty years. To-day the average duration of life is forty years. Life expectancy has been doubled since the eighteenth century. We live longer and are sick less often nowadays because individuals practice better health habits, and communities practice better

health habits. Wherever groups of human beings have come together, as they do in our modern communities, and spend money wisely and sufficiently and habitually for clean safe food, for clean water, for the effective disposal of sewage, for the provision of parks and playgrounds, for the medical inspection and care of school children, and for those other health protecting agencies that are essential to the practice of wise community health habits, the result has been a reduction in the amount of sickness and a reduction in the occurrence of postponable death.

And in like manner, the individual who practices wise health habits, protects his health and prolongs his life. The human being who practices intelligent habits of bodily care and bodily repair; reasonable habits of protection against the agents that injure the body and destroy health; and practices wise habits of nourishment, excretion, exercise, recreation and rest, is bound to live longer, live happier and live more usefully. And so my advice to you to-day, and I am here, as I understand it, for the purpose of giving you some general advice concerning your health habits, will be submitted to you along these lines.

First, I recommend that you acquire the habit of inquiring with some care into the best literature we have relating to health. Unfortunately, there is an enormous amount of worthless literature on this subject, and it is not easy for us to decide upon the value of many of the books, pamphlets and other publications that are found everywhere. Furthermore, we are forced to revise our judgment as to what is true in the various sciences that are fundamental to hygiene, so that some things we accept to-day we are obliged to discard to-morrow. But in spite of all this, we are in possession of a vast amount of very important, firmly established scientific data upon which we can safely base our laws of health. Among the most easily available sources of information concerning the care of the body and the facts of health are the publications of our various State and Municipal Boards of Health. I am sure that if you communicate with the

State Commissioner of Health in Albany, he will send you some very useful literature bearing upon health problems. The Board of Health of New York City, and the Board of Health of Buffalo, issue bulletins and pamphlets that are of great value along these lines.

The United States Public Health Service in Washington publishes a weekly bulletin and issues other literature which I have found frequently contains important and useful practical articles applicable to the everyday life of the average citizen.

The *Journal of the Outdoor Life*, published at 289 Fourth Avenue, New York City, is well worth reading.

Perhaps the best source, and the source from which the most complete information may be secured along the lines we are discussing, is the Life Extension Institute, 25 West 45th Street, New York City. This organization issues letters and folders bearing upon the whole range of individual health. I have found these publications very useful and very practical.

My second suggestion is that you establish wise habits for the care and repair of your body. I am convinced that a great deal of sickness and a great amount of postponable deaths would be avoided if men and women would secure regular health examinations once or twice a year. You would be healthier, you would live longer, you would be more useful if you were to secure such examinations and follow the advice given you at such examinations. Care should be exercised in selecting a reliable physician and a dependable dentist. All physicians are not reliable and all dentists are not dependable. They are no better—and no worse—than school teachers. You must make your selection with care. But having selected your examiner and having secured your examination, you should follow the advice given. Examinations should be repeated once or twice a year. This examination should be a complete one. Do not be satisfied with the woman or man physician who examines your heart through your clothing. Do not be satisfied with an examination that does not secure for your examining physician an opportunity to observe and examine with intimate care all the important organs of the body; the condition of your

blood; the state of your urine; the nature of any long-standing irritations or sores or abnormal growths; or the nature of any unusual excretions or discharges that may be present.

One woman in every seven, past the age of thirty-five, dies of cancer. This terrible ratio would be very largely reduced if the chronic irritations, old sores, or unusual growths, from which cancer develops, were discovered and taken care of before the cancerous development has been given opportunity to establish itself. The sick rate and the death rate from tuberculosis of various kinds is appalling. This disease would be less frequent and its fatal termination less common if our lungs were given careful expert examinations every six months and we were wise enough to follow the advice given us.

Nervous diseases from defective vision, a great variety of troubles depending upon decayed teeth and root abscesses, heart troubles, kidney troubles, digestive troubles, and a number of other organic degenerations and ailments, would be reduced if human beings were in the habit of securing for themselves expert health examinations and consequent expert advice at regular and appropriate intervals.

In the third place, I would urge you to practice reasonable habits of self-protection against the agents that cause disease and destroy health. I am thinking of the importance of safety first habits in relation to accidents from mechanical, chemical and physical sources. Something like seventy-five thousand people in the United States are killed each year through preventable accidents, and perhaps a million people injured, but not fatally, because of accidents from physical, mechanical or chemical sources, which could be avoided.

Then I am thinking of the whole range of disease-causing organisms that destroy health and destroy life. These are the organisms that cause what we call our "preventable diseases." There are approximately three million people in these United States sick at the present moment with preventable disease. Three million people, some of them losing time from their work, many of them in pain, many of them losing income, all of them causing anxiety, apprehension and fear, and all of them suffering injury from

living organisms which may be avoided.

These living things that destroy human life, that injure human health, are carried from one human being to another, either through our carelessness with our respiratory excretions or fecal excretions or our genito-urinary excretions; or by means of blood-sucking insects or insects that breed and feed in human excretions. They may be carried by infected animals which associate with us too intimately or supply us with food. Our habits of health protection against such agents and carriers of disease—such destroyers of health—must include habits of personal cleanliness, provision for clean food and clean water and clean contacts with other human beings. People should always wash their hands before they eat; they should always wash their hands after the toilet; they should never finger their eyes or care for open wounds without first washing the hands.

We all understand that spitting is a bad habit, but many of us have yet to learn that coughing and sneezing are equally bad habits, unless we cough or sneeze into a handkerchief or a rag and thus prevent the distribution of the disease germs contained in our respiratory excretions.

We should protect our sick from blood-sucking insects and we should keep such insects away from human sewage, so that the insect carriers of disease may not be given an opportunity to spread infection.

In these several ways I can only hastily point out to you the lines along which habits may be developed for the protection of the body and its organs against the agents and carriers of disease. And finally, I would urge you to practice wise habits for the satisfaction of your bodily needs. I have in mind your habits of nourishment, excretion, exercise, recreation and rest. I need hardly advise you as to the importance of supplying yourselves with nourishing food, but I am certain that many of you will profit if you follow my advice to cultivate the habit of being cheerful at mealtime. A man or a woman who eats with a grouch is bound to have indigestion. If you go to your meals under the influence of anger, discontent, apprehension, worry, or fear, you will pay the penalty with

dyspepsia. Meals should be eaten slowly, food should be well chewed, and the table situation should be cheerful and happy. We have ample scientific evidence to prove the accuracy of these statements.

A great deal of poor health is due to a lack of attention to the bodily excretions. One should drink an average of six or eight glasses of water a day in order to assist the kidneys in their excretory functions. These organs are the most important organs of excretions we possess. One of the commonest of our bad habits is our neglect of the fecal excretions. Constipation is responsible for a vast amount of poor health and serious disease. A mother who teaches her child the habit of regular adequate defecation everyday is performing a service which may have an unsuspected but powerful influence upon the longer life and greater happiness of the child. The man or woman who neglects the cultivation of habitual regularity of fecal excretion inevitably pays a health penalty sooner or later. My insistent and urgent advice to you is to establish the habit of full complete evacuation of the bowels every day.

Exercise, recreation and play are just as essential to a whole and complete life as food, air or water. If you want to realize your full health possibilities, if you want to avoid poor health, if you wish to escape disease, you must have adequate exercise, adequate recreation, and adequate play. The man or woman who spends the day in physical inactivity and fails to turn out a moment of happiness or a flash of joy, cannot escape nervous disease, premature old age and an early discard into the scrap heap. In our early and middle lives, the daily exercise should be enough to produce some sweating and invite a cool or cold bath. The best time to exercise and play, if the play is vigorous, is before meals, rather than immediately afterward. Quiet, cheerful play and recreation may be undertaken at any time.

The average human being seems to need about eight hours' sleep in each twenty-four. Some people do very well on less, while others seem to be in absolute need of a greater amount of rest. Those of you who sleep too little must pay the penalty. The fatigue of one day

cannot be removed in time to enable you to meet the demands of the next day if you do not secure sufficient rest. Rest is nature's cure for fatigue.

My advice to you then is—first: establish reasonable habits of inquiry into the facts that bear upon the care of the body and the conservation of health. Second: select your health examiners with care and go to them regularly once or twice a year for a thorough health examination. Third: establish wise habits for your protection against the mechanical, physical, chemical and living agents that injure health and destroy life; and guard against the insect and other carriers of disease. And, finally, establish for yourself wise habits for the purpose of satisfying your physiological needs;—habits of nourishment, habits of excretion, habits of exercise, rest, recreation and sleep.

Don't remain ignorant of the simple, fundamental laws of human health. Inform yourself intelligently.

Don't be ignorant of your own body and its health needs. Be sane about it. Don't worry.

Don't neglect the defense of your health—avoid the agents that injure health and the agents that carry disease.

Don't eat in a hurry; don't eat with a frown; take a few minutes of cheerful leisure after your meals.

Don't neglect your excretions.

Don't lose your habits of exercise, of play and of active, happy recreation. If you have forgotten how, learn again.

Don't sacrifice your rest.

One thing more: Your health problems are very intimately dependent upon the health habits of the community of which you are a part. No matter how wisely and carefully you devise your own policy of personal health control, you cannot succeed in your plans for the acquisition and conservation of your own individual health unless the health standards of the community of which you are a part are high. If your community sewage is bad, if your community water supply is polluted, if there are breeding places for malarial mosquitoes in your neighborhood, if there is no supervision over the purity of milk that is brought to your door, or the cleanliness of the meat that your butcher brings you, if

you are not protected by quarantine against people sick with infectious disease, your own individual health habits will not save you from the bad habits of your community.

Therefore, it is incumbent upon you not only to practice wise individual health habits yourself but to use your influence in every way you reasonably can to produce wise habits of health in your community. Be ready to vote the right way. Be ready to spend money for the purpose of buying health in your community. Be ready to spend money to teach your school children how to live, and be ready to care for them whatever the cost, so that they may reach maturity with all the health and all the vigor which they deserve. A combination of wise individual health habits and wise community health habits must inevitably lead to lower death rates, lower morbidity rates and to greater community vigor and health.

In the last December issue of the *Metallurgical and Chemical Engineering Journal* there appeared an editorial under the caption of "Salaries in the Teaching Profession." Below are quoted two paragraphs from this timely article.

"In few branches of the world's activities except teaching and the ministry is a man penalized for being in love with his work—for possessing that prime essential to success. If, as is sometimes charged, the steadily decreasing influence of the church upon the people is due to the steadily lowering qualifications of her representatives, must not the universities of this country take adequate and immediate steps to prevent a similar trend?"

"Recent addresses by prominent chemists have united in pointing out the danger, not imaginary, but real, of losing our best and most inspiring men from the teaching profession through the lack of reasonable compensation. No matter how thoroughly a man believes that the moulding of the young men of this country into straight-thinking citizens is the highest, most worthwhile and enduring labor one is privileged to perform, he may be absolutely forced by low teaching salaries into some other work which has the sole merit of better pay."

"The warning is most timely, and deserves reiteration."

IMPORTANT FACTORS IN THE SUCCESSFUL TEACHING OF BEGINNING LATIN

Robert C. Holmes, West High School, Rochester

THE teaching of beginning Latin is successful or not according to one's ideals. One teacher could be successful in teaching abstract Latin Grammar and the meaning of long lists of Latin words. This would seem like dismal failure to another who aims to develop in his first year class a keen interest in Latin and the ability to read simple Latin.

The Latin teacher faces two different kinds of problems, those peculiar to Latin and those found in teaching other subjects as well. The latter are numerous: There is the multitude of interests in and out of school that tend to crowd out all serious thought of study. Physicians say that 60% of the city girls of high school age suffer to some extent from goiter or swollen neck due partly to the over excitement of city life. Wise parents everywhere are demanding that more of the school work be done at school and that both parents and children be given more time for rest and recreation.

Then there is the claim that we no longer receive pupils from the grammar schools adequately prepared; they are incapable of voluntary attention; they will call the predicate noun the direct object and do not distinguish between substantive and quality; they cannot feel the difference between from and to or between of and for.

There is also the employment problem, the cigarette habit and too much society. One common problem is that of saving the poorer third of the class. Anyone could teach the better half or two thirds. But to save the poorer third is a problem of peculiar significance to us. To save the failing Latin student one's methods and ideals must be such as to compel interest and one must demonstrate daily that the study of Latin has real value, for the failure student is the most severe critic of Latin study. He is always the center of all the anti-Latin sentiment around him, of the other students, of all the anti-Latin members of the faculty and of the whole community.

The problems peculiar to Latin arise

chiefly from the various ideas of what ought to be taught in a Latin class and from our different methods of teaching. In order to see the relation of any method of teaching to the realization of our ideals it is well to keep those ideals always in mind—a thing Latin teachers seldom if ever do. Our ideals are things to talk about at conventions and to write about in books and magazines but which like some people's religion we lay aside when we go to work.

The most important reasons given for the study of Latin are as follows: First, there are so many English words derived from Latin that we must know Latin to appreciate the full significance of English. That sounds fine! But how many of us ever had any systematic training in college in word formation or Latin derivatives in English? How many here to-day after six or eight years of study in school and several years of teaching have ever thought of the derivation of such words as infant, orthopedic, tubercle or surgeon? Most emphatically Latin as studied in college and high school has not done for us this thing that is claimed for it!

Again we claim that we cannot get the real significance of a Latin author from a translation; that we must read it in the original to appreciate all its beauty. This is undoubtedly true. But how many college graduates can read a page of Latin without first laboriously translating it and then it means no more than their own faulty English version. How many of us now can actually read any Latin except the few pages that we have been translating daily for years? And I doubt if many of us could read even that in a way to pass muster in a school where reading Latin is required. No. It is a notorious fact of common knowledge that our schools and colleges do not teach us to read Latin. Two college professors have told me within a few days that they would like to require reading and ought to do so but didn't have time.

In the third place we claim that the disciplinary value of the study of Latin makes it very much worth while. Some

psychologists, of course, claim that there is no such thing. But even granting that power gained in one field may be transferred to another, what disciplinary value is there in "trotting" out a page of Livy or an ode of Horace? Mere translation however done is an exercise in manual training, not requiring much expense of brain power. A student's translation often means little more to him than the Latin did. He doesn't take the trouble to think the thought. It is a case of saying meaningless English words in place of meaningless Latin words. The "trot" evil and the translation evil destroy what disciplinary value there would otherwise be in reading Latin. And because of the college attitude toward these evils they both prevail in our high schools. Our secondary teachers are the product of the college and perpetuate the methods and ideals of the college. In fact it sometimes seems that in so far as a college student succeeds in satisfying the college requirements almost to that degree is he disqualified for teaching in a secondary school where a boy or girl is of vastly more importance than the subject and where the practical value of the Latin and its ministration to a boy's needs is the thing of paramount importance.

This may seem unjust to the college and lacking in appreciation of the many other most excellent results of Latin study in college. But naturally we of the high schools stress most those college conditions that affect us most; for we find it very difficult to get teachers to break away from college ideals and methods.

Some of the college entrance requirements reflect college ideals that greatly hinder us from teaching Latin right. Those of us who have prepared students for Vassar or Wellesley will recall the insistence of those colleges on the translation in class of every line of the particular four books, of the particular six orations, of the particular six books; also the exact amount of time spent on prose and the particular which and the particular how many pages of prose composition done in each semester of the course. It is such requirements as these ever in the mind of our teachers that prevent them from teaching Latin as it should be taught.

What is the remedy for this situation? Our own state department is leading the way in the new syllabus. The work on vocabularies and English derivatives is a long step in the right direction. Having described these conditions, I think without exaggeration, I wish to make four recommendations for your consideration: I would recommend for all first year Latin classes everywhere the extensive study of Latin in familiar English words and of English derivatives from all Latin words met in the lessons throughout the first year. This, as a motive to the study of Latin. I mention this work in derivatives first because I consider it of most importance; not a thing to be done if there be time but rather to constitute the chief occupation of the class for at least all of the first year. By that time the habit of word dissection will have become unconscious and the class will feel the significance of the component parts of both Latin and English words. This will also greatly simplify the matter of inflections and syntax.

In the second place I would recommend the extensive use of easy Latin readings all through the first year; first to develop the art of reading, also to create interest and to furnish a motive for the necessary study of Latin grammar. It is a great mistake to suppose that a class should not read Latin stories employing new words and new constructions. The ideal way to learn new words is from the context; a student should not be allowed to look up meanings with his hands until he has used his brain to the extent of applying to a word three tests, the context, English cognates and the possibility of its being a new form of some known word. New constructions, if met first in stories, will be learned much more easily than from the grammar in the abstract. Again I would recommend the relegation of Latin grammar and prose composition to their proper place as having little value per se but only as they enable one to read Latin.

In the fourth place I would abolish the making of translations and substitute therefor the reading of the Latin. I use the word abolish for emphasis. In arriving at the meaning of phrases a certain amount of translation is necessary but in giving the significance of the whole

clause or sentence or paragraph the story should always be told in the student's own words, seldom in the words of the text. This may easily be done in reply to questions by the teacher as to the significance of certain words or phrases. We call reading in this manner phrasing. Phrasing consists of the student's reading the Latin sentence in the Latin order in phrases so small that he can say the Latin words and think the thought at the same time. It is surprising how quickly a first year class learns to do this if kept at it. They soon reach the point where they take most of the thought from reading the story through and very little translation is necessary.

These four suggestions comprise our remedy for the situation and through them we are trying to make Latin to our students the living force it really is in our English language and in our modern life; the disagreeable features of grammar and prose we endeavor to make serve and help the class instead of discouraging them, in the hope and belief that the enjoyment of reading all that Latin literature contains is possible for all. The attainment of this ideal is the responsibility of the first year teacher for he more than any other determines the direction and method that is to prevail throughout the entire course.

CHOICE OF SUBJECTS FOR ORAL COMPOSITION

A. W. Miller, Binghamton High School

THERE are various divisions into which a discussion of a choice of "Oral Composition Subjects" might fall. We might have the pupils' choice or the teachers' choice. The former is often too static, too much at the pupils' level because of lack of vision. The latter very often too general, too technical or too "dry" as the pupils say. The fault with both is that they do not appreciate the viewpoint of the other. Occasionally we hear that pupils are to have "Current Events" for the next time, which assignment is first cousin to "Take eight more pages for the next time." The teacher must be the guiding star, but she must keep the background and the needs of the pupils in mind continually in making assignments for oral work. She should always keep in mind our aim: to educate for democracy. Our educational principle is at stake. The German method has been to see how many could be crushed out of higher education; America's aim has been to see how many can be kept in. Those who have survived the German autocratic system have reached unsurpassed scholarly attainments. The American democratic ideal has educated the masses to the highest possible point; given the old with the new, local with foreign, drama with movie, to the millionaire's son and to the ragman's son.

This is a complicated problem, but possible. It makes the rich more democratic to get the poor's point of view; it makes

the poor more democratic to get the rich's point of view. One of the best aspects of the oral composition movement is that it endeavors to train absolutely every pupil to get on his feet and make a suitable and effective speech in the presence of his fellow citizens. As I see it, there is no place in the regular English class room for instruction in the finesse of the evolution of expression. Such training is not necessary for democratic citizenship although it may be very desirable for specialists. Our problem is to equip the boy and girl with training and assurance sufficient to present his arguments convincingly in lodge, in church, in politics; to explain his meaning clearly; to tell a story interestingly; to describe a situation accurately. Here is a big piece of work. We should do this, and leave something for colleges and special schools of oratory to do later.

Democracy, then, is the keynote of whatever is done in assignments for oral work. What is the source of these democratic subjects? Life in its entirety.

In the first place there is a need in society for conversation—not the question and answer type which is usually practiced in the class room, but a fair exchange of ideas. Irvin Cobb affirms that we have three topics of conversation, (1) What we had for breakfast, (2) The weather, (3) Operations. Occasionally we hear it said that the art of conversa-

tion has been lost. What is the school doing about it? We somehow have labored under the superstition that if a boy is well informed on various subjects he can talk. We used to hear that he who has been thoroughly steeped in the fundamentals of grammar can write. We used to hear that he who has been well schooled in mathematics can argue. But gradually we are coming to understand that if we want our citizens to talk intelligently throughout their daily lives we must give some attention to conversing in the class room. With the pupils seated informally, if possible, let one start the conversation about anything. It is his duty to contribute a brief story concerning his subject and finish his remarks with a cue for the next speaker. This cue may be a question, a suggestion, a subtle reference or whatnot—but something from which the person or persons addressed can begin. The second speaker may find that he can not discuss the point at hand; then let him shift the train of thought to a different line with which he is familiar. If he can do this shifting in a clever manner he has learned one of the fundamentals in conversation. This exercise is certainly valuable in a society where free speech is so greatly insisted upon.

In connection with this I think it is well to give exercises in speeches of introduction—both man to man, and man to audience. This is practical work which all of us have to do almost every day. And yet most introductory speeches leave the two people introduced with absolutely no common ground for conversation except two names, one or both of which may have been mumbled so as to be indistinct and uncertain. By such drill pupils see the necessity for accuracy in speech, and incidentally there will be a marked betterment in good manners and poise.

Furthermore it is necessary for every person to know how to use the telephone. The New York Telephone Company says that only 2% of the talking over their wires is efficient. How much have the schools done to improve conditions? Yet practically every school built during these days has a telephone in every room as part of the unused equipment. Why not

have a pupil go to Room 25 (say), call up central (the school office) and get the Western Union, i. e., the English Room 106? Then have him send a night letter. Here is motivation, a necessity for clear speaking and a demand for concise phrasing. The receiver of the message may copy it on the board and ask the class to criticize. If the receiver did not get the correct word in any place, try to discover why. Every pupil can see why there is a need for a tone clear, well modulated, and exact.

It has been well said that schooling should not be a preparation for life, but life itself. And how true this has come to us during the present war. Practically every school in the United States is doing something for the war. This crisis has called for many speeches, and some of the very best have been in our schools. Most of them have been in the form of orations—that is effective public speeches to persuade the students. Some of the subjects have been, Stay in school, Join the Red Cross, Contribute to the Y. M. C. A. War Fund, Buy a Liberty Bond, Save sugar, Eat less bread, Have a meatless day. There is no make-believe motivation to these subjects. There is a clear-cut piece of work to do what every pupil understands. The oration is a valuable form for each pupil to know in war and in peace. In school, in church, in lodge, in politics, in business there is the continual demand for men and women to speak with sufficient force and clearness to persuade the group to do the correct thing. Therefore it is well to have salesman speeches, solicitation speeches, campaign speeches, etc., in our oral work. Let one boy sell another boy in class an automobile, a magazine or a picture. I think it is better to sell to one person because then the salesman must adjust himself to the characteristics of his prospective buyer. Let the class judge whether the sale would have been made or not. The pupil who knows how to use the frame work of an oration from introduction to appeal is equipped with a valuable asset for life.

Then again, in the realm of exposition there are many subjects of timely interest about which pupils enjoy talking. An understanding of them is essential to every American reader. For instance,

I. SLOGANS AND CURRENT TERMS.

1. Safety First.
2. Sabotage.
3. Pacifism.
4. Slacker.
5. Mailed Fist.
6. Georgian Poets.
7. Vers Libre.

II. PROMINENT MEN IN THE WAR.

1. Wilson.
2. Lansing.
3. Kaiser Wilhelm.
4. Joffre.
5. Lloyd George.
6. Balfour.
7. Kerensky.

III. LEADING WAR AUTHORS.

1. Ian Hay.
(1st Hundred Thousand)
2. Isaac Marcossou.
(Rebirth of Russia)
3. Arthur Guy Empey.
(Over the Top)
4. Donald Hankey.
(A Student in Arms)
5. Mildred Aldrich.
(On the Edge of the War Zone)
6. J. M. DeBeaufort.
(Behind the Veil)
7. Hillaire Belloc.
(Elements of the Great War)

IV. ESSAYISTS.

1. Jacob Riis.
2. Agnes Repplier.
3. Samuel Crothers.
4. Charles W. Eliot.
5. Henry van Dyke.
6. LeBarron Russell Briggs.
7. John Muir.

V. 20TH CENTURY POETS.

1. Robert W. Service.
2. John Masefield.
3. Alfred Noyes.
4. Edgar Lee Masters.
5. Robert Frost.
6. Rupert Brooke.
7. Amy Lowell.

VI. 20TH CENTURY HUMORISTS.

1. Irvin Cobb.
2. Mark Twain.
3. George Fitch.
4. H. C. Bunner.
5. John Kendrick Bangs.
6. Ellis Parker Butler.

VII. AMERICAN NOVELISTS.

1. William Dean Howells.
2. Winston Churchill.
3. Harold Bell Wright.
4. Booth Tarkington.
5. Margaret Deland.
6. Kate Douglas Wiggin.

VII. ENGLISH NOVELISTS.

1. Arnold Bennett.
2. Rudyard Kipling.
3. James Barrie.
4. John Galsworthy.
5. Sir Gilbert Parker.
6. W. J. Locke.
7. Maurice Hewlett.

VIII. BIRTHDAYS OF AUTHORS.

These lists are only suggestive. They are the kind of subjects which can be treated with interest by high-school children. Sometimes it will be found necessary to begin with a subject generally understood before coming up to the unknown. Hence if I were having an hour of magazine study I should probably begin with the "Cosmopolitan," sensation and all, because I find it in more high-school homes than I do the "Century." It is foolish to say this magazine is better than that, unless you can prove your statement. But by having a careful examination of several magazines on the part of several pupils, the superstitious awe and high-brow atmosphere surrounding "Harper's Monthly," "The Bookman," and "Century" will somewhat disappear.

Besides, a week of music and musicians will usually call for a beginning with "Tipperary" or some equally well known selection. From here it is possible to rise to Mendelssohn's "Overture to Mid-Summer Night's Dream," if care is taken in assigning the subjects to sympathetic persons. The piano, the victrola, and the voice should be used to explain and make clear. The reason why boys and girls, and men and women do not read the best magazines and listen to the best music is because they do not understand. Our schools have a work here. The proper use of the leisure hours is of concern to us.

Not long ago I had a very striking illustration of sudden returns for labor expended. We had an hour of oral com-

position based on 20th century artists. The group we worked out was Bud Fisher, Archibald M. Willard, Edwin Abbey, Jessie Wilcox Smith, John L. Sargent, John W. Alexander and Maxfield Parrish. The boy who talked on Bud Fisher did well; but his discussion of "Mutt and Jeff" to his sophisticated class appeared to me something like the old type of recitation when each pupil told the rest of the pupils what they already knew. The class was interested in the pictures, for which fact Bud Fisher was responsible. However I was certain that I had begun where the pupils could understand. I feared somewhat for what would happen to the other artists. Was the whole study over their heads? I was pleased to see that the pupil who talked on Willard began with the "Spirit of '76," a copy of which he held before him. The third speaker illustrated his talk on Abbey by showing us the New York Times reproductions of the Holy Grail pictures from the Boston Public Library, which our school librarian had kindly brought from her home to him. The girl who spoke on Jessie Wilcox Smith began with the October number of "Good Housekeeping" in which was a short autobiography of the artist. The speaker on Sargent read a little newspaper clipping which told that Sargent was now painting a portrait of President Wilson. The talk on Alexander was brought down to earth by the "Pot of Basil" which was inspired by "Isabella," a poem by Keats whose birthday we had just celebrated on October 31st. By good luck an excellent copy of "The Pot of Basil" had been given to the school by the English Department last June. Here was an opportunity to make use of the gift. The remarks on Maxfield Parrish were based on that beautiful painting of "Wynken and Blynken and Nod." The quotation of,

"Wynken, Blynken and Nod one night
Sailed off in a wooden shoe,
Sailed on a river of misty light
Into a sea of dew.

"Where are you going and what do you want?"

The old Moon asked the three.

"We've come to fish for the herring fish
That live in this beautiful sea."
Said Wynken, Blynken and Nod,"

took the pupils back to the fairy days and they were in a proper mood to appreciate what was before them.

This, briefly, is one hour's work on artists. Did it pay? Two or three days after that, one of the boys in the class came to me and wanted to know if the decorations on the walls of a certain downtown restaurant were not copies of Maxfield Parrish. Considering that the place named was decidedly second class and usually not frequented by people of artistic temperament, I considered that the boy was erroneous in his judgment. But to humor him a little I journeyed down to see. I found that the boy was right. The mural decorations were very excellent copies of Parrish's "Old King Cole" and "Sing a Song of Sixpence." Did it pay? The horizon of that boy and probably of others has been enlarged several square miles. His usefulness improved, the problem of his leisure moments has become many degrees less serious.

After all it is the individual boy and girl in relation to society, which must engage our attention. Oral composition gives an excellent chance for teachers to suggest a change for the better in etiquette and thoughtfulness. Let some boy talk on "Manners High-school Girls Forget" and let a girl retaliate, if you want to hear interesting discussions which will produce results. Here is an opportunity for the teacher to develop character—a chance which seldom seemed to present itself in such a subtle way before. Whatever in the way of oral composition subjects or anything else is done with the aim of developing a good American citizen, is worth while. To do this the teacher must always consider what the pupil is capable of knowing to begin with, and then step by step lead up and up, so that there will be more efficiency in work and more enjoyment in leisure for each additional year of training which he receives. By working in this way we shall be turning out annually armies of young men and women ready to take their places in our democratic society.

There is a speedy passage between the heart and the tongue. Evil thoughts are soon formed into evil words.

RECOMMENDING A TEACHER

James G. Riggs, State Normal School, Oswego

THE group of teachers interested in this topic is necessarily a small one as the responsibility of recommending rests on a few. Those few, however, are familiar with the purpose of the normal school, its atmosphere of earnest purpose, its jealous care for the good name of the school, its solicitous interest in the young graduate, and its desire to meet the individual requirements of the superintendent who is asking the aid of the school. It is a sympathetic group for whom no further introduction to the main topic is required.

In recommending, the principal of the normal school must have definitely in mind his obligation toward the young teacher, toward the school which has trained her, and toward the superintendent who seeks her services. The hour which brings the three together is an anxious one.

For the young graduate it is a trying interview. She has met the requirements of the course, has the promise of the diploma, and expects to be recommended for a position. When she has advanced thus far she has a right to depend on her school to stand back of her. Hence when a superintendent inquires for a teacher with her equipment she expects consideration. She knows, of course, she cannot fit every place, nor are the inducements of locality and salary equally strong in all places, but she looks for the best advice the principal can offer in regard to the particular position. In addition she has a right to hear as much about herself as the superintendent is told, unless it be a case where utter frankness would tend to crush out her ambition and determination. One hesitates as the mellow years arrive to be cocksure of one's own judgment on a young teacher because occasionally in an environment apart from the critical atmosphere of the normal school, the unpromising candidate finds a place of marked usefulness.

The superintendent will ask about her standings in subject matter and in practice. These have been set down with conscientious care by the faculty and speak for themselves. With critical eye

he will note also her hair, her dress, her mannerisms, her physical health, her school-room attitude, and her voice. All these should have had earlier and discreet mention by the faculty if occasion warranted it. (It is gratifying to state that a proposed new course provides for the subjects of personal hygiene and of voice culture in both of which we know there is marked weakness.) The one or two years spent in school should have disclosed the stronger elements of a teacher's make-up and these should be given due prominence in the interview. This information is the sum of the judgments expressed by the members of the faculty who have based them on expert and daily observation of the teacher's work. They seldom misinterpret the values of the individual, and the principal is thus fortified in his recommendations. Absolute frankness should characterize his communication with the young teacher both in regard to her rating and the place which she seeks.

When the superintendent asks to observe and interview several, and subsequently seeks their rating, no point should be obscured which will relate the teacher to the particular position. A word of advice or of warning may forestall a year of waiting on the superintendent's part to find out some characteristic well known to the normal school. He is entitled to every detail and to every suggestion the normal school can give which may aid the teacher in her daily task. It is his right to receive such guidance as the school is qualified to give, as the responsibility for the teacher's work is soon to be transferred to him. When he considers her rating, has noted her personality in the school room and in the necessary interview, he can then determine whether she gives promise of filling the requirements of the vacant position.

From my former experience as a superintendent in selecting teachers, let me inject this—that most mistakes were made in engaging teachers on the evidence of a photograph and friendly letters. A better method for all concerned is the personal interview at the school,

if may be, and in the atmosphere of the daily routine. It justifies the time and money expended.

My duty to the school in recommending a teacher is quite secondary, in fact it has already been fulfilled if I have been faithful to the teacher and to the superintendent who seeks her services. In that case the reputation of the school will not suffer. This assumes, of course, that my ideals of a teacher are correct and that my faculty support me in those ideals. It is they who have trained the teacher and have passed a final judgment. I am but the mouthpiece for their findings. Frequently individuals of the faculty are asked by superintendents for private estimates of a teacher, as one may have had more intimate observation of her work than another. The good name of the school is guarded by each that public confidence may be maintained.

It may easily happen that a school suffers because a faculty for various reasons has allowed a student to come so near to graduation without pronounced success, that it is hard-hearted, apparently unreasonable or inexpedient to turn a candidate back in sight of the goal. It requires both frankness and determination to pass upon aptitude for teaching in some persistent cases, if the name of the school is not allowed to suffer. Influential friends cannot make a teacher effective, nor can the nature of man be changed, nor can a new mind be installed. It is one of the puzzling problems to know how to direct a would-be teacher who has no aptitude into another line of effort without a sense of injury and loss of confidence on the part of the one so advised. But the school and the profession would be better served by a more determined stand on the part of the faculties of normal schools.

This will be the more readily done when the course of training is lengthened to three years.

I have a final duty to emphasize which transcends my obligation to the teacher, the school, and the superintendent. It is the duty of the trainers of teachers to the child to whom the young teacher goes.

All the drill of the normal school must have in mind the invisible class to which

a teacher is destined. It is for the child of the state that the state provides buildings, faculties, courses of study and training. None of these exist for us and for our living, but for the child alone, therefore he must ever be kept in mind. Sometimes he is forgotten while we trail the prospective teacher through a maze of facts, and written notes, and irrelevant subjects. It is easy to train teachers of arithmetic and geography and to forget that the methods are to be carried over to real children. The teacher of methods who cannot follow the teacher in training to the practice school to see her methods in operation with children or who cannot herself use them with children is indeed and in truth handicapped most unfortunately. If the normal school instruction fails in its vision of the child in the background, it has missed its main purpose.

This may not meet the approval of all, nor be entirely relevant to the topic, but I submit that to clarify our efforts in training teachers and assisting to place them, it is profitable occasionally to take a little child and set him in the midst that he may lead us.

If every man's breast could be looked into, there would be found the image of some woman.

Thousands of men breathe, move and live, pass off the stage of life, and are heard of no more. Why? None were blessed by them; none could point to them as the means of their redemption: not a line they wrote, not a word they spoke could be recalled, and so they perished. Their light went out in darkness, and they were not remembered more than the insects of yesterday. Will you thus live and die? O man immortal! Live for something. Do good, and leave behind you a monument of virtue that the storms of time can never destroy. Write your name, by kindness, love, and mercy, on the hearts of thousands who come in contact with you year by year, and you will never be forgotten. No; your name, your deeds will be as legible on the hearts you leave behind as the stars on the brow of evening. Good deeds will shine as brightly on the earth as the stars of heaven.

EDITORIAL

THE FUTURE OF GERMAN IN THE SCHOOLS

IN the study of any foreign language there are two things to be kept in mind: the study of the language, and the study of the literature contained in it. It is important just now that we see clearly how we ought to treat German language and German literature in making our school programs and in advising pupils in the choice of their foreign language training.

First then what are the advantages in the study of the German language? To know German means to know something of one of the two main sources of our own speech, for English is partly Germanic and partly Latin. That knowledge of the meaning of a word which comes from its history, from tracing its growth and its changes in form and meaning can be obtained best for many English words by studying along with them the forms and meanings of their German cousins, descended from the same ancestor. This knowledge of the development of word meanings is one of the best ways of getting a firm hold of language processes. As illustrations of this, we may take the English word *knave* and its German cognate *knabe*, or English *slay* and *starve*, as compared with German *schlagen* and *sterben*.

The scanty remains of inflection in English find excellent illustration in corresponding German forms. This is true even where the inflection in the English word is completely hidden by the spelling. For example, there is nothing in the word *once* to indicate its genitive case. This is shown clearly, however, by the German word corresponding in form and meaning, *eines*. The inflection of our irregular or strong verbs is made clearer by knowledge of German conjugations. German is still an inflected language. The body of it is of value to us who speak an uninflected language. The problems of translation, also, presented by turning German into English, or English into German, afford excellent opportunity for study and careful discrimination in the meanings of words. It is because German is at once similar

to, and different from, English that its study is of great value.

But the study of a foreign language is after all principally a means to the study of the literature contained in it. German literature is vast and important. I do not attach such weight to the study of German for the sake of the scientific works contained in it as is often done. It is necessary for a limited number of students in any field of science, for the leaders, to know the German works in their subject, but for the great body of students those works of science will be made available, so far as they are important, through translations. There is no sense in using a German cyclopedia, if you have an English one which contains adequately the facts you want. Literature is more than a word catalogue. We must get from this study something more than facts, if we are to justify the use of any time for it in our schools.

German literature has a richness of content we cannot afford to lose. One or two illustrations will be enough. In the works of Schiller, or Arndt, or Goethe, we have the finest ideals for individual attainment. We have splendid illustrations of devotion to liberty and freedom, of the highest ideals in life and in art. In Lessing, we have a treatment of the greatest problems of life with a simplicity and directness unsurpassed since Plato. We have from other writers, both in prose and in poetry, splendid works of description and imagination. I make no mention of the leaders in forms of literature more or less professional and technical.

We, in the United States, surely can not forget the services with pen and in action of Francis Lieber, or Carl Schurz. They brought to us a spirit akin to that of our own ancestors in '76; the first of the two by his teaching and the second, by his long and useful career as a public officer. Both of them by their writing have given us splendid examples of the best in the German spirit. But we must not forget that these very men, and many others like them, came to America because the Prussian spirit drove them from their homes. Can anyone doubt where they would stand, if

alive now? Their ideals are ideals we cherish. Their lives of devotion and sacrifice are lives we idealize and admire. We should make a great mistake if we venture to cut ourselves off from a literature which inspired such men.

If, however, we stop here, if we say that we shall have nothing to do with the modern literature; that because we do not approve of present-day Germans, we will not read their books; we shall remain ignorant of what they are thinking, and we should make a second mistake. We need to know the language and the literature of to-day in order that we may understand the people. We are not obliged to admire or to imitate them. The more we understand their real spirit, the better we shall know how to get along with them in the world, and the better we shall know how to protect ourselves in danger. I feel sure that if the English, as a nation, had possessed a fuller understanding of the Germans, such understanding as might have been gained by a larger knowledge of their contemporary writing, England would not have been caught unprepared as she was in 1914.

"Thoroughly to teach the meaning of a word," says Ruskin, "is to teach the spirit of the people who coined that word." We have to-day a single, supreme, and convincing illustration of this. Had we learned all of us the full and true meaning of *kultur*, we had been saved much uncertainty, much anxiety, suffering and loss. The inference to be drawn is clear. The teaching of German in our schools must be done by teachers whose view is American, not German; teachers, who are thoroughly loyal to our ideals of society and government; teachers, who can and will criticize truthfully and ruthlessly; who will condemn when necessary, as readily as they give merited praise. Only from the hearts and lips of such teachers can we have a true and honest impression of what Germany has meant, and now means for the Western world and its ideals.

It is not necessary in our awakened admiration and love for France that we make it our aim to teach a hatred for the Germans, but it is vital that we should teach our pupils more than ever to

love those ideals which we cherish and for which the French and English had been fighting before we joined in the struggle. This we shall do in our study of French language and literature, and in our teaching of history. It is only fair and just to ourselves and to our children that we show them clearly what, in Germany's contributions to the world, there is to admire and accept, and, with equal clearness, what we must condemn and abhor.

A course in German, which contains no instruction on the "militarism" of the present, is not satisfactory. As the supreme end to which the nation's powers have been directed and to which all other activities have been subordinated, this militarism must be thoroughly understood. This is self-protection for the next generation. But the interpretation of the German national spirit must be our interpretation, not theirs. We must take their deeds as evidence of the logical development of their social system, and not their fine-spun theories. We shall know their spirit by studying its fruits in Belgium, not in Berlin.

In fine we must teach the whole truth.

GEORGE P. BRISTOL.

Watch the Science Section grow:

Attendance 1915.....	125
Attendance 1916.....	150
Attendance 1917.....	250
Attendance 1918.....	?

We are going to count on you.

The best memory is that which forgets nothing but injuries. Write injuries in the dust, and kindness in marble.

We have often heard the proverb, "All is not gold that glitters;" but we should not, because some worthless metals glitter, conclude that there is, therefore, no gold. If we have once been deceived, we should not lose all faith in humanity, and deem all deceivers. With truth has Massey sung:

There's no dearth of kindness

In this world of ours,

Only in our blindness

We gather thorns for flowers.

STATE DEPARTMENT OF EDUCATION

Hiram C. Case, Chief of Administration

**DR. THOMAS E. FINEGAN, DEPUTY
COMMISSIONER OF EDUCATION,
ANSWERS EVERY OBJEC-
TION TO THE TOWN-
SHIP SCHOOL LAW**

BEFORE a large audience of farmers in the assembly parlor of the capitol, Doctor Thomas E. Finegan, Commissioner of Education, addressed the State Agricultural Society on the Township School Law. He pointed out the school conditions in the agricultural sections of the state which make it impossible to maintain efficient schools under the old district system. He showed that school was maintained in 900 school districts last year and that in each of such districts there are not more than five children of school age; that in each of 1800 districts there are less than seven children, and that in each of 3,800 districts there are less than ten children. The assessed valuation of about 2,000 of these districts is less than \$20,000 and in 3,800 districts the assessed valuation is less than \$40,000. He pointed out the impossibility of maintaining a school organization in such districts.

Doctor Finegan also pointed out the inequality in taxation which prevailed in the several towns of the state under the old system. As an illustration, he stated that in the town of Rome, Oneida county, the valuation of the property in one district is \$17,000 and in an adjoining district it is \$160,000. The people living in the district of low valuation paid a tax rate of ten mills for supporting a one-teacher school while the people living in the adjoining district paid a tax rate of only two mills for maintaining the same type of school. Similar illustrations were given for towns in Columbia, Oneida, Putnam and other counties.

He answered specifically every objection which has been raised to the township system. He claimed that under the law not a single district could be consolidated until a majority of the voters of that district voted in favor of consolidation, and claimed that this was a sufficient answer to the criticism that the law was intended primarily to consolidate school districts.

It has been claimed that physical

training is required under the township law but Doctor Finegan pointed out that the law requiring that physical education be taught in all the schools of the state was an entirely different one from the township law, and that such instruction would be mandatory this year even if the township law had not been enacted.

"It is charged," said Doctor Finegan, "that politics will be injected in the schools under this system and that political boards will be administering school affairs." His answer to this criticism was that members of the boards of education are to be elected at the school election where all the voters of the town come together and select the men and women who are to become members of the board of education. He was willing to trust the fathers and mothers of every town in the state in their selection of the controlling board of the schools in which their children are to be educated.

Another objection to the law which he stated had been urged is that the people of the locality are not given the right to exercise control over appropriations for school purposes. His answer to this was that the same method is pursued in making the appropriations for the support of schools that is authorized by law in making appropriations for the support of incorporated villages, for town affairs and for county affairs. He pointed out that under previous educational statutes the trustee of a common school district and the board of education of the village high school district possessed the power to include in the budget sufficient funds to operate the schools and that appropriations for extraordinary purposes only were voted on by the people. He stated that this method was continued under the township law. A board could include the salaries of teachers, expenses of fuel and other supplies but was limited in the improvements which such board might make to school property, for new construction, etc., to a sum equal to one-half of 1 per cent. of the assessed valuation of the town.

The speaker then pointed out that, under the law regulating incorporated villages, the village board included, without

vote of the people, all necessary contingent expenses for the operation of the affairs of the village. The board could also include one-half of 1 per cent. upon the assessed valuation of the village for the improvement of streets and a similar amount for any other municipal improvement in the discretion of the board. He stated that, under the town law, town boards include all expenses of town officers and other town expenses and that such board could include \$3,000 for the repair or construction of a bridge without vote of the people of the town. Boards of supervisors possess similar powers in relation to the affairs of counties. The maintenance of schools in a question as important as the maintenance of streets in villages, roads in towns and other municipal affairs of counties. Boards of education should have similar authority in the raising of funds. The township law confers this power upon them.

He specifically denied the statement that it would cost more under the township system to operate the schools than under the old district system. The new town boards have simply collected money but have not expended it. The amount of expenditures can not be determined until the end of the year. The budgets generally are about one-third greater than last year. It is claimed that this is due to several causes. It costs more to operate schools. It was pointed out that, in several cities, it is costing 20 per cent. more to operate the schools this year than last. Among the cities named were Auburn, Geneva, Hudson, Mount Vernon, Niagara Falls, Oneonta, Utica and others. In the villages of 5,000, it is costing from 20 to 30 per cent. more this year and he cited Endicott, Fredonia, Albion, Malone, Medina, Fort Chester and Wellsville. It was also claimed that, in the small villages, it is costing from 15 to 18 per cent. more to maintain schools. Cases cited were Sidney, Friendship, Castleton, Bath, Akron and others.

The town boards began work on August 1st without a dollar in the treasury. It was necessary to include a working capital. The state carries a balance of \$5,000,000 as a working capital. Every municipality and business corporation carries a working capital. Town boards included such item this year.

UNIVERSITY SCHOLARSHIPS

The university scholarship law was passed in 1913 and the first class of holders of university scholarships entering college in September numbered 750.

The high school report covering the school year 1916-17 shows that over 600 degrees were granted to members of this class out of a possible 750; in other words, something over 80 per cent. This is far above the usual percentage.

Ninety of the original appointees dropped out before finishing the course and others were appointed in their stead. Of these 35 were appointed in 1914, 25 in 1915, and 25 in 1916. In addition several vacancies occurred during the last half of the last year that were not filled. It would be extremely interesting to know into just what fields of activity the 600 graduates have entered. A large proportion of them would undoubtedly have never gone to college had it not been for the aid of the university scholarship. It would be impossible to make an accurate statement regarding the benefit that would accrue to the state from the educating of this body of men and women, but it may be stated with confidence that the cost to the state will be repaid many fold in the service that will be rendered.

It is hoped that the department will be able to get reports from time to time of the members of this class, and through such reports be able to make a study of the value to the state and the nation of these scholarships.

DIVISION OF AGRICULTURE

The State Education Department through its division of agriculture and industrial education is co-operating with local communities in establishing special "war service courses" to assist in training men for the important war industries of the state and to train men of draft age for technical and mechanical lines in the United States army. The success of our army in Europe depends to a large degree upon the efficiency of our industries and upon the production of large quantities of foodstuffs. Statistics show that it required an industrial and agricultural army of three million five hundred thousand people to produce the supplies necessary to keep a million men busy at the front. In order to assist in training

men for the war industries and for the mechanical and technical branches of the army it is necessary that every existing organization be utilized to its maximum capacity.

The most urgent need for help at the present time comes from the ship builders of this state. In order that the material for the bridge of steel, which must be maintained across the Atlantic ocean between the American armies and their base, may be produced as quickly as possible every effort is being made to aid the National government in its shipbuilding program. Special courses for ship builders have been organized in New York city (Port Richmond, S. I.) and at Newburgh, N. Y. Shipbuilding, now the leading industry on Staten Island, is of National importance. There are approximately 5,000 men now engaged in the building of new ships in the Mariner's Harbor district and within a few months this number must be increased to 12,000 men in order to meet the requirements of the United States Shipping Board. A new yard is being constructed at Newburgh and by the first of March it is expected that approximately 3,500 men will be employed in this yard in the building of steel ships. The courses offered at these schools are planned to be of immediate value to men now employed in the shipbuilding yards. Many of these men need instruction in blue-print reading, mathematics, layout work, routing of materials and constructional requirements in order to become thoroughly efficient workers. The success of the shipbuilding program depends to a larger degree upon this group of workers. They must assume in a large measure the responsibility for handling the new men who are continually coming into the yards. Many of these men must assume positions as foremen and assistant foremen and in order to do their work efficiently they must know the technical details of their special line of work.

At the time of the writing of this article over six hundred men were enrolled for the courses for ship builders. It is estimated that between one thousand and fifteen hundred men will be enrolled for the special courses for ship builders during the coming four months. The following courses are being offered:

1. Course for riveters.
2. Beginners' course for mold loftsmen.
3. Advanced course for mold loftsmen.
4. Beginners' course for ship fitters.
5. Advanced course for ship fitters.
6. Course for ship yard sheet metal workers.
7. Course for outside machinists.
8. Course for marine boilermakers.
9. Course for wooden ship builders.
10. Course for marine plumbers and pipe fitters.

Both employers and employees are enthusiastic over the special courses for ship builders. Additional courses are being planned and will be offered at an early date. A study is also being made of marine repairing in New York city and special courses for men engaged in marine repairing will soon be offered.

In the *Electrical World* of recent issue, Professor Whitney, of Syracuse University, wrote a very interesting article upon "An Analysis of the Qualifications of Forty-two Candidates for an Electrical Engineering Position Paying \$4,000 a Year—Their Age, Schooling and Present Salary."

"The average salary per month of the eight men who had not received a high-school diploma was 119.38 dollars and the average age 37.6 years; the average salary of the ten high-school graduates was 150.80 dollars, and the average age 40.5 years; the average salary of the eleven college men who did not graduate was 164.36 dollars and the average age was 38 years; the average salary of the thirteen college graduates was 152 dollars and the average age was 33.3 years."

"Only twenty men possessed knowledge of any foreign language. Thirty-three had never been discharged from a position, and of the remaining nine six had been retired from positions for reasons not to their discredit. Four of the applicants had seen some form of military service for the United States of America."

"It is interesting to note that of the fifteen men receiving a total grade of 65 or above on the whole test one was a high-school graduate, four had some college training and the remaining ten were graduates of technical colleges."

REPORT OF THE COMMITTEE ON LEGISLATION FOR 1917

Syracuse, November 27, 1917

OF the thirty-five educational laws of general interest passed at the 1917 session of the Legislature, copies of which were furnished your chairman by the Legal Division of the State Education Department, I have selected for your consideration, what appear to me to be the more important. These have been divided into three classes, those affecting townships, those affecting cities, and those affecting both townships and cities.

Easily first was the "Township" bill. This law creates a board of education for each township whose duties are not unlike those of boards of education in union free school districts. Since the schools of the state were made free, there has been no more important educational legislation. If, as we so often hear, it is desirable not to educate away from environment and thereby create a discontent for the things which must be, if we are to have an educated agricultural class trained in the science of agriculture, we must bring to the country in a suitable environment those things which will produce these results. Of course this bill has brought changes which are objected to, but so has every other improvement including good roads and better trained teachers because these improvements cost more money and we have come to place property above personal rights too frequently in some sections of this country.

Our brightest country boys and girls demand more and better educational opportunities. The state has tried to solve this problem of the difference in residence by paying \$20 of the tuition in a school where the desired opportunities might be had. While an advanced step, it by no means solved the problem and it was never intended as a final solution. After free tuition, there is still the problem of clothes and supplies and books which embarrasses hundreds and thousands of children living in our cities, many to the extent of prohibiting them from obtaining a secondary training. This is one of the reasons why the Junior High School movement is successful in large

cities; it brings the additional opportunities for more education into the home school of the child or into his neighborhood and does away with \$20 per year for car fare and as much more for the school lunch, and I am looking for the time to come when our large elementary school buildings now in our large cities will give the full 4-year high school program as well as the 8 years of elementary instruction. Yes, we will not have finished until we have added one or two years of college work to the top of our school system at public expense. Why do we have "post-graduates" in large numbers in our high schools even in college towns? The answer is that the \$150 tuition, the needed clothes, the expense for textbooks and various fees prohibit large numbers of pupils from going to college even in centers where colleges are located. This problem is being recognized and "Junior Colleges" are being added to city school systems in several cities. This being true under city conditions, it is emphatically more so under country conditions. The "Township" bill is a distinct movement to bring this advanced educational opportunity to the country pupil in his own environment, interpreting the life about him and the world just beyond his horizon. Of course, better schools and better teachers with better courses of study are going to cost more money and should. A man with an automobile does not show evidence of over-taxation. This summer, I attended a country church and counted 19 automobiles and but 7 teams. This bill was planned a children's defense measure.

In comparatively recent years, we have seen added to the school program commercial and vocational education for both boys and girls, manual training, sewing, cooking, special classes for the mentally and physically defective, for the anemic and tubercular, dental clinics, health supervision and medical inspection by trained nurses and physicians, a million-dollar physical training course when fully worked out, effective compulsory and child labor laws which round

up into the school corral the vicious, incompetent, lazy, indifferent child-obstructionist, and many other things as well which demand attention as well as the traditional "three r's." We believe in all of these things, but it is worse than idle to think that these and school census bureaus can be added to a school system without very materially increasing the tax-budget and the tax-energy of teachers and school authorities who are expected to put these into effective operation. If these things should be done in cities, they should be done in country districts. Investigation has shown that the city boy has a better health average than the country boy. We should be prepared to stand by the "Township" law and help to work it out. Post yourselves on its provisions. Learn what is expected of the law when it has had a fair trial of two or more years. Amend it if found necessary, but stand by the principle of giving the country-born child the same rights that the city-born child enjoys. The child cannot plead his own case against a purse-bound, "what was good enough for me is good enough for my child" parent who equips his farm with modern machinery and rides to town in an automobile, but you teachers can and you should.

Chapter 137 authorizing districts to unite for the purpose of forming a central high school district has already been mentioned. This bill became law April 5th, and is a worthy corollary to the "Township" law.

Chapter 704 which became law July 1st and increases the salary of district superintendents from \$1,200 to \$1,500 to be paid by the state. This salary may be increased by local authority as heretofore depending upon the skill of the individual district superintendent in making his value to the community felt.

Chapter 786 variously known as the "Cities Reorganization Bill," the "Home Rule Bill for Cities" in school affairs, and the "Finegan Bill," was easily second in importance of the educational bills passed by the 1917 Legislature.

This bill is not a perfect measure. No one has at any time claimed it to be. No one with experience in dealing with large legislative bodies ever expects to get a perfectly ideal measure through all at

once. Acknowledging its imperfections, this bill accomplished some very important things. Some of these things were:

It made boards of education in cities mandatory;

It made boards of education appoint a superintendent;

It defines the powers and duties of the board;

It defines the educational qualifications, the powers, and duties of the superintendent;

It gives reasonable tenure to teachers who are efficient;

It reduces the cumbersome, unintelligible mass of special legislation governing the management and control of city school systems to something simple and quite comprehensible;

It goes a long way toward placing in the hands of boards of education the complete control of the educational and financial affairs of the schools to the elimination of city hall politics in school management.

The workings of this law have already been tested and the decision recently published has established the fact that the superintendent and not any other authority is charged with the responsibility of selecting and recommending for appointment and preferment competent teachers. The superintendent is now ex-officio a member of the board of education with all the rights and privileges of a member of that body save in voting.

It makes citizenship in the United States the first qualification of membership in a board of education.

The imperfections in the law will appear with use. These can be worked out by amendment, but the law as it stands is right, it embodies the principles of complete control of all affairs relating to the schools by a responsible body charged with no other responsibilities, protecting the schools from without from meddlesome lay interference and from within from dry-rot and inefficiency. Every teacher in the state should work for the success of this law.

Chapter 567, establishes a permanent census in each city of the second and third classes and constitutes the board of education as the permanent census board. If the purpose of this law can be carried

out, it will be easy to locate children of school age within a city and advise school authorities of the migration of children from one city to another. The task involved is considerable. For example, in Ithaca, a city of 17,000 people, over 6,000 records have been added to those already being kept. These census records are to be daily corrected, that is, boards of education are expected to provide for the keeping of vital statistics of the births and deaths, the changing about of children from one address to another within a city and from one city to another and to and from the country districts and cities. This knowledge will be of assistance in the administration of the compulsory education law and is the basis of a "child-welfare bureau" in connection with city school systems which shall include the census work, compulsory attendance, special classes for mental and physical defectives, open-air classes, and other specialized work.

Chapter 307 amends the general municipal law and gives the state comptroller authority to examine the accounts of boards of education.

Chapter 214 amends the education law with reference to a wider use of school buildings, but wisely provides that such wider use must be under the direction and control of boards of education including community centers and civic forums. Under proper regulations, school houses may be used for elections, registration of voters, etc., for social, civic, recreational meetings and entertainments with and without a fee. If, however, a fee is charged it must be used for a public charity or for some school activity. Religious, fraternal and other exclusive bodies are not admitted to this general use.

Chapter 576 places New York state in line to accept the benefits of the Federal provision for aiding vocational education, for agriculture and the trades, and for the training of teachers therefor. The Federal statute is known as the Smith-Hughes bill.

Chapter 416 provides for the removal of a teacher, superintendent, or other employee of a board of education for treasonable or seditious acts. All such employees including teachers are required to subscribe to the constitutional oath.

Chapter 553 requires boards of education in each city and union free school district having ten or more children, three years or more, retarded in mental development to establish special classes for such children adapted to the mental attainments of such children. The size of each such class is set at fifteen as a maximum and ten as a minimum.

Chapter 559 requires the establishment of special classes for the deaf, blind, crippled or otherwise physically defective children in cities and union free school districts having ten or more such children and charges boards of education with this responsibility. Boards of education may contract for the education of these special classes.

Chapter 563 made some important changes in the compulsory education laws, notably requiring graduation from a grammar school of all children between 14 and 15 years of age before a work certificate can be secured. This bill became a law May 18th.

Chapter 689 gave the Commissioner of Education authority to suspend the compulsory education laws between the first day of April and the first day of November for the purpose of aiding in the cultivation, production and care of food products upon farms and gardens within the state.

Chapter 560 authorizes boards of education of a city, town, or union free school district, or the trustees or board of education of a common school district to establish a school or a course of study in agriculture, homemaking and mechanic arts, or to employ a director of agriculture. The state will pay two-thirds of his salary providing the two-thirds does not exceed \$800 and one-third of each additional teacher's salary which does not exceed \$1,000.

This review is not intended to be exhaustive of the educational legislation of 1917, but I venture that it is sufficiently so to bring much fresh news to many of our numbers. In due course of time, I assume, the State Education Department will issue a bulletin containing the full texts of the legislation affecting schools in 1917's annual grist. In recent years, we have had passed great and far-reaching laws affecting the schools of the state. Two of these were passed last

winter—notably the “Township” and Cities Reorganization bills—and one the previous winter, the Physical Training law. Back of that was the Medical Inspection and health law. If these great fundamental laws can be enforced in all of their provisions and intent, a great task will have been accomplished.

But the work of refining these great fundamentals will still go on and other laws of greater or less import, mayhap, will need to be passed. Just at this moment, however, in so far as your committee knows, there is no great revolutionary statute proposed. However, your committee begs leave to submit for your consideration a program which was in large part approved by the State Council of School Superintendents last October, and which has since received the study and attention of various groups interested in the general welfare of the children of the state.—F. D. Boynton, Chairman Joint Committee of the State Teachers' Association and Council of School Superintendents.

BOOK NOTICE

A History of the United States for Schools by A. C. McLaughlin and C. H. Van Tyne. Cloth, maps and illustrations, x-552 pages. Published by D. Appleton & Co., New York and Chicago.

A textbook of the highest order, by scholars of broad reputation in the field of American history. Well proportioned, and with due attention to social and economic phenomena. Helpful sets of questions, and appendices (list of dates, list of Presidents, the Constitution and the Declaration of Independence), also a brief, and rather superficial, outline of American government. Defects in the body of the work are too little attention to European background at times, and absence of fruitful generalization and interpretation in some respects. None the less, an exceedingly valuable work, much superior to the average textbook.

DEXTER PERKINS,
University of Rochester.

BOOKS RECEIVED

HART, ALBERT BUSHNELL. “New American History.” Cloth, illustrated, 700 pp. Price, \$1.72. American Book Co., New York, Boston, Chicago.

LARUE, DANIEL WOLFORD. “The Science and the Art of Teaching.” Cloth, 336 pp. Price, \$1.20. American Book Co., New York, Boston, Chicago.

BOLENIUS, EMMA MILLER. “Everyday English Composition.” Cloth, illustrated, xii-340 pp. Price, 80c. American Book Co., New York, Boston, Chicago.

HAMILTON, SAMUEL. “Standard Arithmetics.” A three book series. Book one, cloth, 256 pp. Price, 44c. Book two, cloth, 300 pp. Price, 48c. Book three, cloth, 374 pp. Price 56c. American Book Co., New York, Boston, Chicago.

SETON, ERNEST THOMPSON. “Wild Animal Ways.” Cloth, illustrated, viii-140 pp. Price, 60c net. Houghton Mifflin Co., Boston, New York, Chicago.

THOMAS, AUGUSTUS O. “Rural Arithmetic.” Cloth, illustrated, 288 pp. Price, 68c. American Book Co., New York, Cincinnati, Chicago.

DRYER, CHARLES REDWAY. “Elementary Economic Geography.” Cloth, illustrated, 415 pp. Price, \$1.28. American Book Co., New York, Cincinnati, Chicago.

Lecture Charts and Slides, Stencils and Booklets

for

Teaching Agriculture in Schools Simple, Practical, Impressive

Successful Teaching of Agriculture Assured.
Send 10 cts. in postage for samples of booklets.

Agricultural Extension Department

INTERNATIONAL HARVESTER COMPANY of N. J.

Harvester Building, Chicago

Phenomenal Progress in the Reformation of American Penmanship THE PALMER METHOD

EMBODIES THE RIGHT MECHANICS AND PEDAGOGY OF PRACTICAL HANDWRITING
THE INSTRUCTIONS ARE SELF-TEACHING

The *Palmer Method* has become the standard throughout America because it produces satisfactory results. The *Palmer Method* has already “made good” in New York, Boston, Philadelphia, Chicago, St. Paul and scores of other big cities. Moreover, it has proved as feasible in rural schools as in city schools. Our regular \$10.00 Normal Course by Correspondence *free* to teachers whose pupils are supplied with individual copies of *Writing Lessons* for first and second grades, or of the *Palmer Method Manual* for third grade and above. We have trained 150,000 elementary school teachers free to demonstrate common-sense, muscular-movement writing skillfully and teach it successfully. **THE PALMER METHOD MANUAL**, single copy, 25c postpaid.

THE A. H. PALMER CO., 30 Irving Place, N. Y.; Palmer Bldg., Cedar Rapids, Ia.; 120 Boylston St., Boston, Mass.; Widener Bldg., Phila., Pa.; 32 S. Wabash Av., Chicago, Ill.

Are You Moving Up or Down Professionally?

ON NOV. 30 The School Bulletin Teachers Agency recommended a graduate of the Cedar Rapids, Iowa, Business College, with previous experience in teaching, who was remaining in the College teaching commercial subjects at \$60 a month until a position could be secured for him, for a position in the Success Business College, Winnipeg, Canada, and on Dec. 19 he was appointed at a salary of \$1500 a year.

On Dec. 18 we recommended to the superintendent of the New York Military Academy at Cornwall-on-Hudson a Cornell graduate of five years' experience in English work, and on Jan. 10 he received appointment at \$1200 and home.

On Jan. 16 we recommended a graduate of the Albany Business College with previous grade experience, who was assisting in the College at \$40 a month until the right position should present itself, for a central New York high school commercial department, and on Jan. 24 she was given the position at about twice that amount.

These teachers might all have stayed on through the year, waiting for September appointments, had not the Agency, asked to recommend for all kinds of places in all kinds of schools, moved them up.

Year-Book and 1918 Manual
mailed on request

THE SCHOOL BULLETIN TEACHERS AGENCY
C. W. BARDEEN, MANAGER, SYRACUSE, N. Y.

Digitized by Google

The Journal

of the New York State
Teachers' Association



Published Monthly at Rochester by
The New York State Teachers' Association

March, 1918

The Journal

of the New York State Teachers' Association

Published monthly by the New York State Teachers' Association on the 15th day of January, February, March, April, May, June, October and November, at 5 South Water Street, Rochester, N. Y.; A. G. BROOKS, Publisher.

EDITORIAL COMMITTEE: GEORGE M. FORBES, University of Rochester; GEORGE P. BRISTOL, Cornell University, Ithaca; RICHARD A. SEARING, North Tonawanda.

Entered as second-class matter at the Post Office, Rochester, N. Y., February 17, 1914.

CHANGE OF ADDRESS. Members of the Association and subscribers should notify the Secretary, Richard A. Searing, North Tonawanda, promptly of any change of address.

COMMUNICATIONS should be addressed to the Secretary, Richard A. Searing, North Tonawanda.

SUBSCRIPTION PRICE for the JOURNAL to all who are not members of the New York State Teachers' Association is \$1.50 per year, eight issues. Postage is prepaid.

ADVERTISING. Application for advertising space and rates should be made to the Publisher, A. G. Brooks, 5 South Water Street, Rochester.

NEW YORK STATE TEACHERS' ASSOCIATION

Officers, Nineteen Hundred Eighteen

President—HERBERT S. WEET, Rochester.

Vice-President—MISS MARTHA VAN RENSSALEAR, Cornell University, Ithaca.

Secretary—RICHARD A. SEARING, North Tonawanda.

Treasurer—W. H. BENEDICT, Elmira.

Executive Committee: Terms expire in 1918—JUDSON S. WRIGHT, Falconer; A. R. BRUBACHER, Albany. Terms expire in 1919—DR. A. C. THOMPSON, Brockport; HOWARD G. BURDGE, Wellsville. Terms expire in 1920—MRS. ROSE MINNICK, Glens Falls; C. EDWARD JONES, Albany.

Ex-Officio Members—President HERBERT S. WEET, Secretary RICHARD A. SEARING, Treasurer W. H. BENEDICT.

Committee on Teachers' Welfare—Chairman, DR. THOMAS D. WOOD, Columbia University, New York City; DR. CLINTON MCCORD, Albany; HENRY D. HERVEY, Auburn; MISS E. M. BUTCHER, Syracuse; MISS RUTH M. JOHNSTON, Port Leyden; MISS ADA M. GATES, Buffalo; MISS MARY E. RAE, Syracuse; DR. A. R. BRUBACHER, Albany; EDWARD F. BROWN, New York City.

Committee on Legislation—FRANK D. BOYNTON, Chairman; A. R. BRUBACHER, C. EDWARD JONES, JAMES WINGATE, MRS. ROSE MINNICK.

SECTION CHAIRMEN—1918

Classical Section—Pres., GEORGE D. KELLOGG, Union College, Schenectady; **Commercial**—Pres., G. M. YORK, State College for Teachers, Albany; **English**—Pres., A. B. SIAS, West High School, Rochester; **Evening Schools and Americanisation (Evening School and Immigrant Education Sections combined)**—Pres., W. C. SMITH, State Education Dept., Albany; **Fine, Industrial and Household Arts**—WILLIAM B. KAMPRATH, Elm Vocational School, Buffalo; (a) **Fine Arts**—Vice-Pres., EUNICE PERRINE, State College for Teachers, Albany; (b) **Household Arts**, Vice-Pres., MARION VAN LIEW, State College for Teachers, Albany; (c) **Industrial Arts**—Vice-Pres., ALFRED BINGHAM, 192 Waverly St., Buffalo; **History Association**—Pres., EDWARD P. SMITH, High School, North Tonawanda; **The New York State School Hygiene and Physical Education Association, meeting as a section of the New York State Teachers' Association**—Pres., LAWRENCE S. HILL, 815 Myrtle Ave., Albany; **Kindergarten**—Pres., FANNIEBELLE CURTIS, 500 Park Ave., New York City; **Library Section**—Pres., DR. JAM. V. STURGES, State Normal School, Geneseo; **Mathematics**—Pres., E. E. ARNOLD, State Education Dept., Albany; **Modern Language Association**—Pres., DR. JONAS, New York City; **Music**—Pres., INEZ F. DAMON, 834 Union St., Schenectady; **Normal and Training School**—Pres., GRANVILLE B. JEFFREY, President, Training School, Schenectady; **Penmanship**—Pres., ALICE E. BENBOW, Schenectady; **Rural School**—Pres., SUPT. M. B. FURMAN, East Rochester, 2nd Dist., Monroe Co.; **Section of New York State Council of Elementary School Principals and Teachers**—Pres., NATHANIEL G. WEST, School No. 6, Rochester; **Science Section**—Pres., B. O. BURGIN, Albany High School; **School Administration**—Pres., CHARLES S. WILLIAMS, Hudson; **Subnormal and Backward Children**—Pres., LEILA MARSH, Dept. of Education, Rochester; **N. Y. State Science Teachers' Association**—Pres., H. A. CARP, West High School, Rochester; Sec.-Treas., E. E. FORD, West High School, Rochester.

Live Texts for Wide-awake Classes in English and History

SPECIAL NEW YORK EDITIONS

Mc Laughlin & Van Tyne's HISTORY OF THE U. S. FOR SCHOOLS—New York Edition. The section on civics includes a special chapter on the government of the State of New York.

Firman's PROGRESSIVE LESSONS IN ENGLISH. The only book which *really* helps the pupil to speak and write by showing him how to gather his material and how to use it.

Southworth's

FIRST BOOK IN AMERICAN HISTORY, with European Beginnings. A book that saves a year's time and gives the correct background for a study of this country's history.

BUILDERS OF OUR COUNTRY. Books I and II. A history of the United States especially attractive because of the charming style in which it is written.

THE CARROLL AND BROOKS READERS

Eight-Book Series. This book is intended for use in graded schools and teaches reading by making a direct appeal to the child's instincts and interests.

Five-Book Series. The five-book series has been especially prepared for use where a shorter series is desired. The Fourth Reader corresponds to Books 4 and 5 and the Fifth Reader to Books 6, 7, and 8.

For prospectus and introductory terms write to

D. APPLETON & COMPANY

35 West 32nd Street

NEW YORK

Webster's Early European History

THIS new book covers the period from prehistoric times to the seventeenth century. It follows the plan definitely approved in the report issued in 1916 by the Committee on Social Studies of the National Education Association. It sets forth clearly and vividly the essentials of political and governmental history and at the same time emphasizes the human side of progress, portraying the social and industrial life of the people, with their changing ideals and opportunities. Cloth. Maps and Illustrations. 720 pages. \$1.60.

REPRESENTATIVE OPINIONS

GEORGE L. BURR, *Professor of Medieval History, Cornell University, Ithaca, N. Y.*:

"The book is written with vigor and with clearness. It seems to me one of the liveliest of textbooks and I wish it every success. I especially like the larger space given to the history of civilization, and I applaud the genuinely historical illustrations."

JAMES SULLIVAN, *State Historian, Albany, N. Y.*: "A remarkably good book."

JAMES F. WILSON, *Chairman, Department of History, Boys' High School, Brooklyn, N. Y.*:

"We have been using Webster's Early European History since the beginning of the present school year and are greatly pleased with the results."

D. C. HEATH AND COMPANY

231-245 West 39th Street

NEW YORK CITY

MAKE YOUR PUPILS WANT TO READ

They will want to read and they will learn to read rapidly and intelligently if you use

THE MERRILL READERS

This series follows a natural, logical method which is meeting with remarkable success.

(Write us for information)

CHARLES E. MERRILL CO.

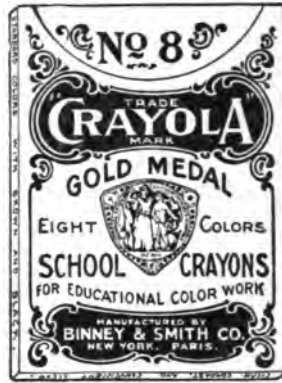
432 Fourth Avenue

NEW YORK

Gold Medal Crayons

FOR EVERY USE

Highest Award Always



"CRAYOLA"
Drawing Crayon

"SPECTRA"
Pastel Crayon

"BOSTON"
Pressed Crayon

"UVA"
Lecturers' Chalk
Sticks

"STAONAL"
Checking Crayon

SEND FOR SAMPLE SET,
CATALOG AND COLOR CHARTS

BINNEY & SMITH CO.

81-83 FULTON STREET NEW YORK

Superintendents, Principals, Teachers and Supervisors

You will find it to your advantage to read the Advertising Pages of the JOURNAL just as carefully as you do the Reading pages. ¶ You are directly interested in the purchase of Text Books, Materials and Supplies. ¶ Publishers, Dealers and Manufacturers advertise in the JOURNAL because they know it will pay them. ¶ Benefit yourselves by benefiting the advertisers.

Write them for Samples and Information. Mention the Journal.

NEW YORK STATE TEACHERS' ASSOCIATION

A. G. BROOKS, Publisher

CORNELL UNIVERSITY The Twenty-Seventh SUMMER SESSION

JULY 8th-AUGUST 16th

offers to teachers the same advantages which in the last twenty-five years proved so acceptable; a complete university plant, with ample libraries, laboratories, shops, gardens and farms. The situation, in the beautiful lake country, gives unique opportunity for study in field, forest and stream, or for out-of-door life. The main lines of instruction, covering nearly all subjects of school curricula, will be continued. Special attention will be given this year to French language, literature, history and services to civilization, to Spanish with its increasing importance in commerce. Two new courses will treat problems of government and the American political party system. The production and conservation of food will receive attention.

Full Announcement on Request. Address Director of Summer Session, Ithaca, N. Y.

Phenomenal Progress in the Reformation of American Penmanship

THE PALMER METHOD EMBODIES THE RIGHT MECHANICS AND PEDAGOGY OF PRACTICAL HANDWRITING
THE INSTRUCTIONS ARE SELF-TEACHING

The *Palmer Method* has become the standard throughout America because it produces satisfactory results. The *Palmer Method* has already "made good" in New York, Boston, Philadelphia, Chicago, St. Paul and scores of other big cities. Moreover, it has proved as feasible in rural schools as in city schools. Our regular \$10.00 Normal Course by Correspondence *free* to teachers whose pupils are supplied with individual copies of *Writing Lessons* for first and second grades, or of the *Palmer Method Manual* for third grade and above. We have trained 150,000 elementary school teachers free to demonstrate common-sense, muscular-movement writing skillfully and teach it successfully. **THE PALMER METHOD MANUAL**, single copy, 25c postpaid.

THE A. N. PALMER CO., 30 Irving Place, N. Y.; Palmer Bldg., Cedar Rapids, Ia.; 120 Boylston St., Boston, Mass.; Widener Bldg., Phila., Pa.; 32 S. Wabash Av., Chicago, Ill.

BUY W. S. S.—THRIFT STAMPS

"Training Children

to a competent and ready use of the *dictionary* and fixing the habit of consulting it, is one of the main duties that the school can perform for a student," says Dr. Suzzallo, President of University of Washington, Seattle.

When questions arise do you suggest that

**WEBSTER'S
NEW
INTERNATIONAL**



Dictionary is a universal question answerer?

400,000 Vocabulary Terms. 2,700 Pages. 6,000 Illustrations.
Colored Plates. 30,000 Geographical Subjects.
12,000 Biographical Entries.

The only dictionary with the new divided page, characterized "A Stroke of Genius." Type matter is equivalent to that of a 15-volume encyclopedia.

REGULAR and INDIA-PAPER Editions.

WRITE for Specimen Pages. Illustrations, etc. Free to teachers, a new booklet entitled the "Dog-Day Club."

**G. & C. MERRIAM CO.
Springfield, Mass., U. S. A.**

SYRACUSE UNIVERSITY SUMMER SESSION

July 8th—August 16th

GRADUATE, COLLEGE, and ELEMENTARY COURSES

Physical Education and Home Economics: Additional work for advanced students.

Methods of Teaching Secondary School Subjects as practiced in the most modern schools: Oral English, English, Mathematics, etc. Teaching staff includes heads of departments from larger high and normal schools as well as members of regular faculty.

Spanish, Conversational French, World History, South American Relations, etc., to meet present demands.

Pedagogy: Courses to meet requirements of the State Teachers' Examinations for college graduates.

Fine Arts Courses, Painting, Drawing, Design, Vocal Music, Instrumental Music, Methods.

TUITION, \$25.00

BOARD AND ROOM, FROM \$7.50 A WEEK UP

For further information, write to
M. ELLWOOD SMITH, Director

Digitized by Google

THE BAKER & TAYLOR CO.

—announce their new—

Catalogue of Book Bargains

1918 Edition—Just Issued

Showing their greatly reduced prices on hundreds of books from their overstock, including many of recent issue. SENT FREE ON REQUEST.

THE BAKER & TAYLOR CO.

Wholesale dealers in the books of all publishers
354 Fourth Ave. New York At 26th St.

IMPORTANT ANNOUNCEMENT TO COMMERCIAL TEACHERS

For many years we have conducted a course of correspondence lessons in Gregg Shorthand for teachers free of charge.

This was done as an educational campaign, and to meet the demand for teachers of the system.

The need of such a course as an educational factor no longer exists since Gregg Shorthand is taught in about three-fourths of the schools now teaching shorthand in the United States. In addition, to this, it is taught in practically all of the universities, normal schools, and summer schools for teachers that are giving instruction in shorthand.

We have, therefore, decided to discontinue the free course after March 31, 1918. As many teachers have been intending to take the course, but have put off doing so, for one reason or another, we think it right to give advanced notice of our intention to discontinue the course.

The closing date for applications for the free correspondence course for teachers in Gregg Shorthand will be March 31, 1918.

Those who have already enrolled for the course but have not sent in any work may resume now, or may review the course from the beginning, if they notify us of their desire to do so before the date mentioned.

THE GREGG PUBLISHING COMPANY, New York, Chicago, San Francisco

TEACHERS' AGENCY DIRECTORY

KELLOGG'S AGENCY, 31 UNION SQUARE, NEW YORK HAS BEEN ESTABLISHED 25 YEARS.

This agency makes a constant search for high grade teachers and recommends with care. Only superior teachers are accepted. Teachers are supplied all the year round. If you need a good teacher or know where one is wanted, send particulars. THE ACTIVE, GENEROUS WORK OF THIS AGENCY HAS SATISFIED THOUSANDS OF TEACHERS.

Interstate Teachers' Agency

501-503 Livingston Building,
ROCHESTER, N. Y.

The manager of this agency has had twenty years' experience as teacher and superintendent of schools, and ten years' successful experience as manager of a rapidly growing agency. He personally selects and recommends candidates with care. The success of this agency is vouched for by many of our best superintendents, college presidents and normal school principals. Send for circular.

T. H. ARMSTRONG, Proprietor.

The Reed Teachers' Agency

641 University Bldg., SYRACUSE, N. Y.

Known for ten years as a *Discriminating Agency*. Recommending candidates on a basis of *fitness* as well as *ability*. Every recommendation from this agency is based on knowledge and judgment.

H. E. REED, Manager.

HARLAN P. FRENCH, President

WILLARD W. ANDREWS, Secretary

ALBANY TEACHERS' AGENCY, Incorporated

Supplies Schools of All Grades with Competent Teachers.

Assists Teachers in Obtaining Positions

We receive calls for wide-awake and progressive teachers from every State in the Union, and we want more such teachers upon our Roster.

NOW IS THE TIME TO REGISTER

SEND FOR BULLETIN

81 Chapel Street, Albany, N. Y.

Albert TEACHERS' AGENCY

25 E. Jackson Blvd., Chicago.

"Teaching as a Business," with chapters on War, Salaries, etc., sent free. Thirty-third year. Register in four offices with one fee. Branch offices—

New York 437 5th Ave.

Denver Symes Bldg.

Spokane Payton Bldg.

CLARK
TEACHERS
AGENCY
28TH YR.

FOR A SINGLE FEE YOU JOIN ALL OFFICES

CHICAGO STEINWAY HALL	NEW YORK FLAT IRON BLDG.	BALTIMORE MUNSEY BLDG.	KANSAS CITY, MO. N.Y. LIFE BLDG.
ST. PAUL EXCHANGE BANK BLDG.	CHATTANOOGA, TENN. TEMPLE COURT	SPOKANE WASH. CHAMBER OF COMMERCE BLDG.	

NO EXTRA CHARGE

Oldest
Chicago
Agency

Brewer Teachers' Agency
The Auditorium, Chicago
A generation of Safe Successful Service

NEW READING

About this time you may need new supplementary reading—for the rest of the school year. You have an opportunity to put into your pupils' hands the best of their literary inheritance. This is provided in the new series of readers that has set a new standard for reading books for elementary schools.

EVERYDAY CLASSICS

Edited by FRANKLIN T. BAKER and A. H. THORNDIKE.

Third Reader . . . \$.48

Fourth Reader52

Fifth Reader60

Sixth Reader . . . \$.60

Seventh Reader . . In Press

Eighth Reader . . In Press

IN NEW YORK

Everyday Classics have already been introduced in many schools throughout the state. Among the cities where they are in use as basal or supplementary readers are New York, Mt. Vernon, Port Chester, Hoosick Falls, Troy, Lansingburg, Amsterdam, Cortland, Geneva, Canandaigua, and Rochester.

THE MACMILLAN COMPANY, 64-66 Fifth Avenue, New York



A HISTORY OF THE UNITED STATES

BY

REUBEN GOLD THWAITES, LL. D., *Late Superintendent
of Wisconsin Historical Society.*

CALVIN NOYES KENDALL, LL. D., and *Commissioner of
Education for the State of New Jersey.*



534 pp. Illustrations. Maps. \$1.00 Postpaid.

This history is written in the spirit and from the standpoint of to-day. It brings out clearly the European background of American history, especially the real attitude of the English people toward America at the time of the Revolution. It teaches lessons of history within the comprehension of pupils in the seventh and eighth grades, taking up such special topics as conservation, co-operation, immigration, international relations. In short, it lays a broad foundation for intelligent citizenship and true patriotism.

The text is supplemented by a number of pages of unusually helpful suggestions on the teaching of history in elementary grades, by Dr. Kendall, based upon a long supervisory experience.

HOUGHTON MIFFLIN COMPANY, Boston, New York, Chicago

THE USE OF PRICE'S PROGRESSIVE SERIES OF REGENTS QUESTION AND ANSWER BOOKS

awakens and maintains interest; compels mastery of the subject; allows the teacher to check up her work; spells efficiency.

ARE YOU USING THEM?

This series out-classes all others. CRAMMING IMPOSSIBLE—TRY THEM

THE VOICES OF OUR LEADERS is of unusual value in promoting patriotic education. Order now.

THE ONE BEST WAY FOR TEACHING ARITHMETIC—follow CAMPBELL & HUGHES' SERIES. Result of classroom experience. Nothing quite so satisfactory to secure results desired.

STRONG'S 100% SPELLING BOOK, if closely followed, secures perfect spelling.

WHAT MORE DO YOU WANT?

The BEST WORK in Geography is obtainable when pupils follow suggestions found in the NIVER GEOGRAPHIES.

"The Proof of the Pudding"—Use these geographies one year and you will know the reason. You can prove above statements only by using these texts. Dare you give them a trial? 90% discount—Transportation paid.

ORDER NOW—IF NOT, WHY NOT?

HINDS, HAYDEN & ELDREDGE, Inc.

11-15 Union Square, West, NEW YORK CITY

JOHN C. ROCKWELL, New York State Representative

DISTINCTIVE NEW TEXTS

With the 1918 Viewpoint

FOR REGULAR AND JUNIOR HIGH SCHOOLS

ELEMENTARY ALGEBRA

By HALLETT AND ANDERSON

An exceptionally direct and practical text, especially prepared to meet present-day needs and conditions. Makes the transition from arithmetic to algebra easy and natural.

Emphasizes fundamental principles and processes and their application in modern business and science.

Is particularly strong in its presentation of new topics, its insistence upon accuracy, its provision for solving problems at sight, and its frequent reviews.

408 pages. \$1.25.

WRITTEN AND SPOKEN ENGLISH

By ERLE E. CLIFFINGER

Definitely designed to train the pupil for his every-day environment and for his after-school life.

Conversation, correspondence, telegrams, newspaper and magazine articles, parliamentary procedure, debating, dramatization, and literary criticism are some of the forms of composition studied.

Formal grammar is developed as closely related to and necessary for the composition work.

575 pages. \$1.25.

SILVER, BURDETT & COMPANY

BOSTON

NEW YORK

CHICAGO

SAN FRANCISCO

Digitized by Google

The Journal

of the New York State Teachers' Association

VOLUME 5

MARCH 15, 1918

NUMBER 2

CONTENTS

	PAGE
PENMANSHIP SCALES—THEIR MERITS AND LIMITATIONS	<i>L. A. Pechstein</i> 41
A PRACTICAL APPLICATION OF STAND- ARD TESTS IN SPELLING, LANGUAGE AND ARITHMETIC	<i>Joseph P. O'Hern</i> 46
OPERATION OF THE TOWNSHIP ACT IN NEW YORK STATE	<i>George A. Works</i> 56
CORRELATION OF MEDICAL INSPECTION AND PHYSICAL TRAINING IN RURAL SCHOOLS	<i>Dr. William M. Howe</i> 60
CLASSICAL PLAYS IN HIGH SCHOOL AND COLLEGE	<i>H. L. Cleasby</i> 63
ARE HIGH SCHOOL PUBLICATIONS WORTH WHILE?	<i>Dr. Dudley Miles</i> 66
RECREATIONAL AND COMMUNITY AC- TIVITIES FOR NIGHT SCHOOLS	<i>Henry H. Goldberger</i> 70
CRITICISM AND RECOMMENDATION OF PUPIL TEACHERS	<i>Elmer S. Redman</i> 72
EDITORIAL	<i>George P. Bristol</i> 75
STATE DEPARTMENT OF EDUCATION	<i>Hiram C. Case</i> 77
BOOK NOTICES . . . . .	. . . . . 78
BOOKS RECEIVED . . . . .	. . . . . 79

Published by the New York State Teachers' Association
Rochester, N. Y.

An Unsolicited Comment

FROM A DISTINGUISHED EDUCATOR

"For pleasure as well as edification, I have been going over the *Essentials of Geography, First Book (Brigham and McFarlane)*, and am perfectly delighted with the method and the execution. It is hard to think of a more attractive and informing book for children. It seems as though it would help to revolutionize the whole treatment of geography; and the continued attention to resources, the processes of transportation, and the organization of business make it educative in the highest sense. One effect of going through the book must be to form in the minds of many children a deep and permanent impression of the physical and political make-up of their own country, its occupations and its products."

"I cannot sufficiently commend the general selection and execution of the pictures. They are a revelation to me in what may be done in school books. The maps also are delightful in their clearness and beauty. They are extremely successful in bringing out the contour. They ought to leave in the child's mind a clear notion of the elevated parts of the United States and also the lowlands."

"You seem to have hit the mark in making the best geography that has ever been produced."

ALBERT BUSHNELL HART,
Professor of Government, Harvard University.

BRIGHAM AND MCFARLANE'S ESSENTIALS OF GEOGRAPHY are published in a two-book and a four-book edition, with New York State Supplement.

AMERICAN BOOK COMPANY

NEW YORK CINCINNATI CHICAGO BOSTON ATLANTA

The Journal

of the New York State Teachers' Association

MARCH, 1918

PENMANSHIP SCALES—THEIR MERITS AND LIMITATIONS*

L. A. Pechstein, University of Rochester, Department of Education

AN educational scale is a series of carefully graded samples of pupils' work, ranging in intervals of stated value from poor to excellent. By comparing specimens to be graded with the samples upon the scale, it is possible hereby to measure the worth of the specimens in a manner highly comparable to the method of the carpenter in applying a yardstick to linear extents. The gaining of educational yardsticks—the standardized test and the measuring scale—has made it possible so to refine and objectify educational measurements as to render scientific much that was previously subjective and inaccurate. Since ability to measure accurately and state quantitatively its materials is a demand placed upon any science, the relatively new science of education seems, in this most recent development, merely to be attaining a development both valuable and necessary.

It is easy to understand why the field of penmanship is the one for which standardized scales were first perfected. The skill to be measured can be easily reduced to written objective form, the elements involved in the productions analyzed with relative ease, and the same task of evaluation repeated by the same or different graders as often as desired. Combining the possibilities and the genuine scientific interests of educational experimenters and masters of the penmanship art, there have been secured many valuable returns. A survey of these numerous contributions reveals marked differences of aim, method, and interpretation of results.

The year nineteen hundred ten marks an epoch in educational advancement. Thorndike's publication of his monograph and scales on handwriting not only

gave to the educational public its first important scale but also stimulated a vast amount of original work both in penmanship and other fields of instruction. Thorndike¹ constructed his pioneer scales upon the basis of three major characteristics, namely—beauty, legibility, and general merit. Aside from the intrinsic merits of the scale as a practical measuring instrument, the author made two significant educational contributions—(a) by grading the samples with reference to features existing in the sample *per se* (as opposed to the vital although logically distinct features of speed, posture, and movement), and (b) by showing a way of combining the judgments of numerous expert judges and selecting the most adequate samples for placement upon the scale.

The scale devised by Ayres² presents several features not involved in Thorndike's. Instead of grading samples upon the basis of somewhat intangible factors of beauty, legibility, and general merit, the time required by the judges to read fixes the grade of the specimens. This criterion of legibility seems rather well chosen, in that it is essentially objective in character. It is less well chosen in so far as the various graders may vary in rate and ability to read certain speci-

*A summary of two addresses at the Syracuse meeting (1917) of the New York State Teachers' Association, the first before the Penmanship Section, entitled "Penmanship Scales—Their Merits and Limitations," and the second before the School Administration Section, entitled "The Gettysburg Handwriting Scale."

¹Thorndike, E. L. *Handwriting*, Teachers College Record, Vol. II, No. 2, March, 1910.

²Ayres, L. P. *A Scale for Measuring the Handwriting of School Children*. Russell Sage Foundation, Bulletin No. 113.

mens. Added features of the scale are the reduction in number of the degrees of quality to be represented (Thorndike having a range from 4 to 18 and Ayres only eight, from 20 to 90), and including three types of specimens for each quality—vertical, semi-slant, and full slant. Ayres has used this basic "Three Slant Edition" in selecting samples for a scale to be used in judging the handwriting of adults.³ A later contribution, the "Gettysburg Edition,"⁴ possesses several distinctive features. (1) Only one sample is presented for each of the eight steps of the scale, these samples being written on ruled paper and being the same in content, since all the samples employ such a part of the first three sentences of Lincoln's Gettysburg speech as the pupils could write from memory during a period of two minutes. (2) Definite directions are given for securing and scoring samples of pupils' work, so that nearly all extraneous factors seem eliminated. (3) Tables and surfaces of frequencies are given to represent the standard scores commonly found in both the quality and rate of writing in each grade above the fourth. (4) A grade-to-grade graph combines the quality and the rate averages in such a way as to show at a glance the condition of writing throughout all grades above the first. This may properly be called a supervisor's graph.

These successful attempts toward making accessible the directions for gathering samples, equating content, and supplying standards, plus Ayres' statement that there are numerous improvements in the scale itself designed to reduce variability in the results secured through its use, would suggest that this "Gettysburg Edition" should really "increase the reliability of measurements of handwriting." Experimental evidence shows that Ayres' "Gettysburg Edition" is more reliable than the "Three Slant Edition" when subjected to rigid testing. Breed has recently studied the relative accuracy of the two scales and draws four important conclusions. (1) In two series of tests, the "Gettysburg Edition" was found to be more accurate as a measuring instrument than the "Three Slant Edition." The average error (i. e., the average of the deviations of the various grades from the average of all the grades) of the former was 5.93; of the

latter, 6.89. (2) The error of measurement decreased as practice, without instruction, increased. (3) The accuracy of the "Gettysburg Edition" seemed to increase as the similarity increased between scale and copy content. (4) There is need of determining quantitatively the relation between accuracy of measurement and similarity of scale and measured content.*

Certain possible criticisms can be made against the scale. (1) With younger pupils, the standardized lines of the Gettysburg speech prove too difficult both for memorizing and writing. Consequently, in so far as identity of content is essential, the scale would be limited to grades relatively advanced in penmanship. On the other hand, the scale may be used to grade samples of diverse content just as readily as any scale. (2) The non-availability of standard scores below the fifth grade materially lessens the fullest possible value of the scale. If comparison with standards is one of the chief values to be secured by the use of a scale (a point later to be argued), here would seem to be revealed a real defect. On the other hand there may be "great doubt whether pupils below the fifth grade have formulated their manner of writing completely enough for judgment to be passed upon it in connection with a standard of the exactitude which a median score for a grade would suggest. This does not invalidate the use of the scale as a measuring rod used less formally for pupils below the fifth grade than for those above. The presence of a median score for grades is something added to the original scale; the absence of the median for the lower grades is not something subtracted from the scale."** (3) The scale may be rather too local in make-up, since it only contains samples gathered during

³Ibid, *A Scale for Measuring the Handwriting of Adults*, Russell Sage Foundation, Bulletin E, 138.

⁴Ibid, *Measuring Scale for Handwriting* (1917), Russell Sage Foundation.

*Professor Breed's findings were reported at the 1917 meetings of Section L, A. A. A. S., and are included here by his special kindness. Certain less extensive results secured in my own laboratory at the University of Rochester agree with his.

**Quoted from a letter by Bryner, of the Russell Sage Foundation, in answer to a question regarding the availability of the median scores for grades below the fifth.

the Cleveland survey. As such, it would serve as an admirable measure for Cleveland and for other cities using writing systems highly comparable. The more a writing system departs from the typical semi-slant of the Cleveland schools, the less usable does the scale become. A value of the "Three Slant Edition" seems lost.

Freeman's⁵ contribution is no less objective than any of the Ayres' scales but is of an entirely different character. It is the outgrowth of an attempt to analyze handwriting and hereby to determine the independent characteristics that combine to make the total quality of the specimen. Five major characteristics are noted: uniformity of slant, uniformity of alignment, quality of line, letter formation, and spacing. Five distinct scales are then prepared, one for each of these several variable features. From considerable testing experience in Freeman's laboratory at the University of Chicago, the writer is convinced that it becomes relatively easy to grade samples in each of these noted respects and hereby diagnose the handwriting of a pupil in such a way as will point to the specific remedy needed. Successful use of this highly diagnostic scale—better, of these five scales—depends upon the following: (1) The attention is fixed on only one characteristic at a time. (2) The judgment on one point is not allowed to influence the judgment on the others. (3) The same fault is counted only once. (4) General impression is disregarded.

The scales of Thorndike, Ayres and Freeman all agree in demanding that the grading be made upon the qualities directly resident in the samples themselves. Other contributors, mainly the teachers of penmanship, have argued that the scales should indicate not only quality but also the degree to which proper technique of production was involved in writing the samples presented for a scale rating. This demand is clearly shown by the following quotations: "The function of scales is to school the judgment and check reckless guessing and grading. The Zaner scales show qualities in handwriting; present the essentials of position, form, and movement; and indicate the rate of speed for different ages, grades,

and conditions. Rate of speed is as important in producing writing as in reading writing. Process is as important as product." (Zaner pamphlet entitled, "Improved Handwriting," Columbus, Ohio.) "In some of the scales that are being used for measuring handwriting, specimens are rated the highest which represent the poorest type of writing that can be executed, because they represent nothing less than slow, finger-movement drawing. No one who does not understand thoroughly the process through which good writing is developed and taught is competent to grade honestly and fairly the penmanship product of an elementary school. Grading a series of specimens which have been drawn accurately with finger movement has nothing to do with the measurement of that most important, but to many intangible, quality which clearly portrays efficiency to the expert in practical penmanship. Thus, in grading the penmanship of pupils the important factors are arranged in the following order: Position, movement, speed, and legibility or form." (Palmer in "Palmer Penmanship Pointers," April, 1917, New York.) These viewpoints are clearly shown in the recent published scales of these penmanship specialists.

The Zaner Handwriting Scales⁶ are three in number, being adapted for grades one-two, three-four, and five-twelve respectively. Numerous samples extend from very poor to excellent, each being given a numerical grade as well. Each scale sample bears a legend purposing to state the essential facts of position, form, movement, and speed, e. g., for a fair (75%) sample upon the second scale, "form is plain but too rounding. Movement is fair, but a little more speed would make it better. Size, slant, and spacing are fine." This typical quotation seems to show that the scales are giving more stress to form (size, slant, and spacing) than to the factors of position, movement and speed.

⁵Freeman, F. N. *The Teaching of Handwriting*. (Houghton Mifflin Co., 1915.) See *An Analytical Scale for the Judging of Handwriting*, *The Elementary School Journal*, Vol. 15, p. 432, April, 1915.

⁶Zaner, C. P. *The Zaner Handwriting Scale and Standards*. (Zaner and Blosor Co., Columbus, Ohio.)

The Standards for the Evaluation of Efficiency in Palmer Method Handwriting⁷ consist of a folder for each grade, containing suggestions to teachers and four graded and criticized specimens appropriate to each grade. A description of the third grade sample most nearly duplicating in numerical grade the Zaner specimen is described thus: "Posture 75, movement 70, speed 74 (50 letters per minute), formation 60 (very little control, somewhat illegible, pressure from wrong penholding superinducing finger motion on some downward and lateral strokes, deficient in speed). Grade 70." The last sample on the same sheet is analogous to like ones for each grade and states unsatisfactory conditions thus: "Finger-movement specimen; the writer of this specimen sat in an exceedingly cramped, distorted and fatiguing posture, which cannot possibly be rated above zero; wrote with his fingers, and can therefore be graded only zero in movement, succeeding in writing only 14 letters per minute, which, upon comparison with the correct muscular-movement speed for this grade (see above) gives a score of 21; legibility, 85; average or final grade, 27. This is an exceedingly unsatisfactory rating, even if the pernicious effects of continuing this unhealthy method of writing were left out of consideration." A tabulated pad, to be used in connection with the grading, instructs that pupils are to be rated "on posture, movement, and speed while the class is actually performing written tasks; form from specimens of handwriting in the standards of the pupils' grade, averaging the four units."

These quotations clearly reveal unquestionable defects in the scales. (1) The scale samples do not reveal three of the elements upon which the grading is based, for it is acknowledged that rating the three elements of posture, movement, and speed is separate and distinct from the final process of scoring form. (2) Granting that this duality of direction is merely a practical matter, it is not scientifically demonstrated that supposed inaccuracies of posture, movement, and speed correlate perfectly with the quality of the production. For example, it is not conclusively shown that finger movement may not produce writ-

ing of good quality and even at a rapid rate. In so far as the grade attempts to rate more than the elements actually included in the scale samples themselves, he is not being scientific. He has confused the question of how an objective penmanship scale can be expected to function and his more penetrating desires of rating all factors, both the technical details of production and the product as well. The desire is laudable and necessary; the assignment of such powers to a scale is foolish and extravagant, and smacks wholly of propagandism.

This survey of penmanship has meant to include all available scales except several extremely local in character. It has shown that there is considerable room for debate regarding what a scale may or may not do. This suggests the need of raising two questions: (1) What are the merits of handwriting scales? (2) What are their limitations? The remainder of the paper will be directed to discussing those two significant questions.

The merits of handwriting scales are no more nor less than those of standardized measures in general. Limitations of time render it impossible to handle the full range of values.* Three of major importance challenge our attention.

(1) A penmanship scale sets up definite standards of attainment. Nature sets definite norms of attainment in the physical, social and mental realms. These norms must be reached by a certain time and must seldom if ever be prematurely surpassed. The norms set by a widely selected group must be the controlling ones for the smaller classroom group. They mark the limits of the zone of safety within which reside all the pupils meeting adequately the demands reasonably made upon them. For penmanship, these limits are set by the scales. These show what quality is normally to be expected of a given grade, how the members distribute around the general tend-

⁷Palmer, A. N. *Standards for the Evaluation of Efficiency in Palmer Method Handwriting*. (The A. N. Palmer Co., New York.)

*For a detailed analysis of the value of standardized measures to the superintendent, principal, special supervisor, and teacher, see Pechstein, L. A., "The Old Problem from New Angles," *the Journal of the New York State Teachers' Association*, November, 1917.

ency of the group, etc. It is not in the least a question of how well a fourth grader can be taught to write.

It is much more essential to ask how well a fourth grader should be expected and allowed to write. It follows, also, that there will be reached a quality value upon the scale beyond which it is inadvisable to expect the children to pass. Social needs do not demand that many of the graduates of the public schools be penmanship experts. On the other hand, society is constantly demanding that the school improve much of its work and make room for additional tasks. A penmanship scale largely makes possible the stopping or added penmanship drill, not because the skill of the pupils has become so great but because the pupils have become sufficiently as expert as all the factors controlling education warrant.

(2) Accurately secured scale ratings cause to be revealed those individuals who are markedly different from the general tendency of the group. For the superior few, this argues for a direction of the effort regularly spent upon penmanship work into some less well-mastered field until the group as a whole has been brought up to the level of the exceptional member. Of greater importance, however, is the case of the laggard of the group. By means of the scale he is not only singled out but his special weakness can be accurately diagnosed. The teacher can then apply the exact remedy needed. A little special attention, of exactly the right kind and at the right time can do infinitely more good than any attempt to reach special needs by simultaneous class instruction. Educational panacea are relatively few in number.

(3) A careful and conscientious effort to measure the progress and attainment of students invariably has a valuable back-lash upon the instructor. If a grade is below the standard, the teacher is led to scrutinize her teaching methods, analyze more carefully the psychological and pedagogical factors involved in the teaching situation, alter plans and devices, and strive in every possible way to improve the results of her labor of instruction. This makes her a scientist in her own laboratory and she grows with her advancing pupils. A teacher

cannot even read the literature upon penmanship testing without being made alive to new problems, new possibilities and new obligations.

The values of penmanship scales must not so blind a devotee that he fails to see two marked limits set upon the use of the scales. In the first place, it needs to be realized, both by the teacher and pupils, that the scale is not a copy model. If the pupil comes to imitate the "just-next" sample that he desires to pass, and hereby loses sight of the ideal pattern that must be consciously held before him throughout all his instruction, the scale may be a serious menace. Nothing would so detract from the required emphasis on the proper technique of writing production; nothing would so delay the attainment of the desired degree of perfection as to allow a very imperfect scale sample to function even slightly as a form for imitation. One must not fail to see the forest because of the tree.

This suggests a second important limitation upon the scale, namely—that it can never take the place of the writing supervisor. Primarily because the scale cannot take account of the elements of the writing production—posture, movement, speed—the place and function of the supervisor are always guaranteed. Directing movement drills, regulating speed, analyzing letter formations, etc., fall fundamentally within the field of the supervisor. And if his trained eye makes it easy for him to grade the formal results of the students, it is only because he has become a grading scale himself. It is fair to allow the pupils a permanent scale for use when the supervisor is present only in spirit. It is fair to question whether this permanent scale may not have certain values of a constancy perhaps greater than that of the scaling supervisor. It is fair to demand that a supervisor use some scale—even if he has to make one adapted just for his own special system—so that definite standards of attainment may be reached and not surpassed; that pupils needing special treatment can be invariably detected by the teacher herself; that the teacher may secure such an added knowledge of her art as to do better work for her boys and girls and have less limited joy in her service. Digitized by Google

A PRACTICAL APPLICATION OF STANDARD TESTS IN SPELLING, LANGUAGE AND ARITHMETIC

Joseph P. O'Hern, Assistant Superintendent of Schools, Rochester, N. Y.

ROCHESTER has done so much for its school children along the lines of manual training, domestic science, domestic art, music, drawing, physical education, etc., that the question has often been raised as to whether or not the subjects of reading, spelling, arithmetic, language, etc., were receiving the necessary time and attention. Monthly tests and city-wide examinations indicated a satisfactory condition. These tests, however, were made up within the system and were, therefore, local. The use of standard tests was started in order to find out how Rochester would compare with other cities in the so-called formal subjects.

SPELLING TESTS.

In spelling, three tests were given: The Buckingham ten-point spelling scale and two Ayres spelling tests. In the Buckingham Test, the scores were high in all grades from the third to the eighth inclusive.

Table I.—Comparison of the results from the Buckingham Spelling Scale in Rochester and New York:

	Grade	III	IV	V	VI	VII	VIII	Average
New York		30%	47%	60%	70%	78%	85%	62%
Rochester		55	70	80	85	91	95	77
Difference		+25%	+23%	+20%	+15%	+13%	+10%	+15%

For the first Ayres Spelling Test the same words were chosen that were given in Springfield, Butte, Oakland and Salt Lake City.

Table II.—Comparison of the results from the first Ayres Spelling Test with other cities:

	Grade	III	IV	V	VI	VII	VIII	Average
Springfield, Ill.....		65.0	70.0	72.0	68.0	73.0	75.0	70.0
Butte, Mont.....		81.8	78.7	84.5	75.0	76.2	89.4	80.3
Oakland, Cal.....		86.7	75.9	84.7	80.2	79.9	76.3	76.5
Salt Lake City.....		89.9	78.8	87.6	86.8	87.1	82.2	86.0
Rochester		77.8	77.4	85.5	82.9	83.1	84.9	81.9

Note: In Butte and Salt Lake City this test included only the B sections of the grade, while in Oakland and Rochester it included both A and B sections of the grade.

The second Ayres Spelling Test was the same as that chosen by the Cleveland Survey Committee.

Table III.—Comparison of the results from the Cleveland Survey Ayres Spelling Test with the Ayres Standard:

	Grade III		IV		V		
	B	A	B	A	B	A	
Standard	73.0	81.4	73.0	78.9	73.0	78.9	
Rochester	73.2	81.9	68.6	71.4	71.5	76.8	
Difference	+0.2	+0.5	-4.4	-7.5	-1.5	-2.1	
	Grade VI		VII		VIII		
	B	A	B	A	B	A	Average
Standard	73.0	78.9	73.0	78.9	73.0	78.9	76.0
Rochester	80.9	84.6	79.5	85.2	81.6	84.9	77.5
Difference	+7.9	+5.7	+6.5	+6.3	+8.6	+6.0	+1.5

Table IV.—Comparison of the results from the Cleveland Survey Ayres Spelling Test with the Rochester scores:

	Grade	III	IV	V	VI	VII	VIII	Average
Cleveland		78%	73%	75%	78%	76%	80%	76%
Rochester		77.5	69.9	74.	82.5	81.9	83.3	77.5
Difference		—5%	—3.1%	—1.0%	+4.5%	+5.9%	+3.3%	+1.5%

The low score in the 4th grade was due to the fact that a number of words in the examination were not taught in this grade. In general, however, most of the words were found in our course of study for the grade concerned. The results of these Standard Spelling tests justified the time limit we had set for spelling which is about 2% less than the time given to spelling in most city school systems.

LANGUAGE TESTS.

The Kansas Silent Reading Test was given in all grades of the city, from the third to the eighth. The scores were slightly above the standard in the third, fourth and fifth; slightly below in the sixth, equal in the seventh grade and 1.8% below in the eighth grade. The Silent Reading Test showed that the schools having a large foreign population fell below the standard median, while schools in the English speaking sections ran well above the standard.

Table V.—Comparison of the results from the Kansas Silent Reading Test with the standard:

	Grade	III	IV	V	VI	VIII	VIII
Standard		5.0	9.4	13.4	13.8	16.5	19.2
Rochester		5.9	9.9	13.7	13.6	16.5	17.4
Difference		+9	+5	+3	—2	0.0	—1.8

THORNDIKE'S VISUAL VOCABULARY TEST.

In order to test the power of word recognition and word meaning, the Thorndike Visual Vocabulary Test was given in eleven schools in grades 3-B to 8-A inclusive and in the B and A divisions of the third grade in eight additional schools, all largely foreign except one.

In the Visual Vocabulary Test, Thorndike attempts to test the understanding of the meaning of words. There are nine steps in this scale, five words each, each of the steps being equal in difficulty. There is increasing difficulty from line to line. The words were selected from a long list and tested at first by the examination of about fifteen hundred children. The pupils use a letter to show what the word represents, A for animal, F for flower, etc. This test is valuable because it determines whether the child grasps the meaning of the printed word. It gives undue prominence to names of animals and flowers. No standard grade scores have been determined. It is impossible, therefore, to compare the record of the Rochester schools with a standard score. A record, however, was made in eighteen cities in Indiana, that may serve for the time being for such a comparison. On that basis the record in Rochester is strikingly similar to that of the cities of Indiana.

Table VI.—Comparison of the results from the Thorndike Visual Vocabulary Test with eighteen cities of Indiana:

	Grade 3-B	3-A	4-B	4-A	5-B	5-A	6-B	6-A	7-B	7-A	8-B	8-A
Rochester	4	4	4½	5½	5½	6	6½	7	7½	8½	8½	8
Indiana..	4		5.26		6		6.66		7.29		7.91	

The record in the various schools is very even and consistent from grade to grade, except in the foreign schools where thirteen groups failed to score at all in the 3-B and six groups failed to score in 3-A.

The principal in a local school, ninety per cent Italian, made a very complete report of the results attained in his school. The final statement in this report might be quoted as an explanation of the failure of so many groups to score in 3-B and 3-A.

"This scale was uninspiring from the standpoint of results. The element of nationality enters even to a greater extent than in the Trabue scale. Children who hear little or no English spoken at home and whose opportunities for reading outside of school are very limited had a hard time with it. Such children's vocabulary of words taken apart from the context of a paragraph is very limited.

Some erratic tendencies are noticed in these results. A great many individual children succeeded in passing certain steps after having failed in one, two or three of the preceding steps. To some extent this may have been due to the type of words occurring in the steps. It was very evident from the results that words belonging to the general classes of animals or flowers were much more familiar than the words expressing time or the moral qualities classified under 'Good' or 'Bad.'

The fact that the 4-A results were better uniformly than those from the 5-B, and the 5-A results better than all others, reveals a condition requiring further study. These results are in accord, however, with those attained by the corresponding grades in the Trabue Test. In general the over-age children did poorly in this test. This was to be expected, however, since in a majority of cases it is inability to use English that has caused their retardation.

At least two lines of remedial effort are suggested by these results, viz: 1—More emphasis on the meaning of words occurring in reading and spelling lessons with practice in using the same in sentences. 2—More dictionary work in intermediate and upper grades."

THORNDIKE'S SCALE ALPHA.

The Thorndike Scale Alpha consists of a series of paragraphs. The child's understanding is tested by requiring him to answer questions and to follow directions concerning the paragraph. The scale is designed for pupils from the third grade to high school. It lacks the advantage of a connected story and the suitability of subject matter might possibly be questioned as being devoid of interest to many pupils.

As there was some question as to the method of scoring the results in this test, it was decided for the sake of uniformity that the total class average of correct answers to questions would be used as score.

Since no standard scores are available the results are chiefly valuable for purposes of internal comparison. In the schools where the test was given in all grades the record for the number of divisions of a grade which were above or below the median is shown in Table VII. Schools in this table are predominantly foreign in nationality.

Table VII.—

School	Above Median	Below Median
A	11	1
B	11	1
C	4	8
D	1	7
E	6	6
F	10	2
G	1	7
H	8	4
I	6	2
J	0	12
K	0	4

This comparison would seem to prove the point quoted above that the element of nationality is a very strong factor. The schools having the larger number of divisions above the median might be considered as favored communities in point of environment, home influences and opportunities.

In comparing the results of the Visual Vocabulary Test with the results of the Scale Alpha Test it is evident that word recognition is easier than content reproduction. It may be that too many of our school children learn to pronounce words without being made fully conscious of their meaning, but in the absence of standards it is a problem for further investigation.

The results obtained from the use of Scale Alpha would seem to emphasize the fact that silent reading with understanding is more important and should receive more attention than oral reading.

Table VIII.—Thorndike Scale Alpha:

		Grade 3-B	3-A	4-B	4-A	5-B	5-A	6-B	6-A	7-B	7-A	8-B	8-A
Rochester	Med....	8.3	12.1	13.9	15.8	17.4	17.95	18.7	18.9	13.9	15.4	16.4	17.6

TRABUE COMPLETION LANGUAGE SCALE B.

The Trabue Completion Language Scale B was given in eleven schools from 3-B to 8-A inclusive, and in the B and A divisions of the third grade in the seven schools that comprise the Washington Junior High School District. The eleven schools represent all the types of schools to be found in a city the size of Rochester, the foreign in nationality, the mixed in nationality, the working sections and the well-to-do sections.

The Trabue Test is merely a list of incomplete sentences arranged in a way that pupils may be expected to complete them, hence the name. There are ten sentences in each test. Seven minutes are allowed for each test. Two credits are allowed for each sentence. These tests are considered of value in judging general intelligence.

Dr. Trabue found that the results of his tests agreed with the opinion of the teacher as to the pupils' general ability.

Of these completion test Language Scales, Dr. Trabue says: "No attempt has been made to define language in any strict sense, and it is entirely possible that some persons may be able to speak the English language and perhaps to write it fairly well without being able to make a very high score on these scales. It may also happen that some individuals will be found who score well on these language scales and are yet unable to quote a single rule of English grammar. On the whole, however, it will be found that ability to complete these sentences successfully is very closely related to what is usually called language ability."

The results of the test in the eleven schools were eminently satisfactory from the point of view of achievement. (See Table IX). Only four groups out of the one hundred forty groups examined were below the standard median. The gain in score from lower to higher grades was uniformly consistent. This would tend to confirm the assumption of the author in arranging the language scales, viz: "that older children will not only be able to do the same tasks more rapidly and more perfectly than younger children, but that the older children will also be able to accomplish perfectly tasks which the younger children could not begin to do."

In only seven cases did a B group of a grade within a school score a higher standing than the A group of the same grade. While there is variation in the scores within a grade, school by school, still the variation is not so marked as to point to lack of uniformity.

In this test, the foreign schools in the upper grades vary little from other schools and in some groups attain a higher median.

Table IX.—Comparison of the results from the Trabue Completion Test with the Standard:

	Grade	III	IV	V	VII	VII	VIII
Rochester		7.77	10.17	11.55	12.57	14.37	14.75
Standard		6.	8.	9.8	11.	12.3	13.3
Difference		+1.77	+2.17	+1.75	+1.57	+2.07	+1.45

STARCH GRAMMATICAL SCALE A.

The Starch Grammatical Scale A was given in the seventh and eighth grades in eight schools. The Scale includes different items of grammatical forms and is therefore only a general measure of ability to use correct language forms. Each pupil is given a printed copy of the scale and is allowed as much time as he needs. The Scale directions are as follows: "Each of the following sentences gives in parenthesis two ways in which it may be stated. Cross out the one you think is incorrect or bad. If you think both are incorrect, cross both out. If you think both are correct, underline both."

The results point to a condition that is unusual, especially in the seventh grade where the score was equal to the score of the eighth grade. In fact, the 7-A score was higher than the score of 8-B and 8-A.

The difference between 7-A and 8-A scores would seem to indicate too little emphasis in 8-A and perhaps a corresponding over-emphasis in 7-A. The question of nationality or neighborhood does not seem to enter. It is a question of balance and right emphasis.

Table X.—Comparison of the results in the Starch Grammatical Scale with the Standard:

Standard.	Grade	VII		VIII	
		B	A	B	A
Rochester		8.4	8.9	8.45	8.8
Standard		8.		8.3	
Difference		+.6		+.3	

JUDD-COURTIS ARITHMETIC TEST.

The course of study affirms, "on the one hand that the study of arithmetic should develop mental power along the lines of attention, concentration, judgment and reasoning; on the other, that it should give the child such skill in the use of numbers as will enable him to perform the fundamental operations with facility and accuracy and in such a manner that the mere mechanics of these processes shall not retard his thinking." The need of adequate ways and means of testing instruction in arithmetic has been felt for many years. The pioneers in the field of testing in the fundamental operations were Rice and Stone. Courtis came next with his Series A which, however, proved unsatisfactory and was replaced by Series B which represented a distinct improvement over the earlier form. Series B has been used extensively throughout the country and as a result reliable standards have been established in the attainments of children in the fundamental operations of arithmetic. It was felt by the Cleveland Survey Committee that "it was necessary to introduce, between the very simple type of example in the first series (Courtis Series A) and the highly complex type in the second series (Courtis Series B), tests representing types of intermediate complexity." As a result and with the co-operation of Mr. Courtis, the Judd Arithmetic tests were devised and given to the B grades in Cleveland and later to the B and A grades in Grand Rapids. The Judd test is composed of four sets

in Addition (A, E, J, M), two in Subtraction (B, F), three in Multiplication (C, G, L), four in Division (D, I, K, N), and two in Fractions (H, O). The pupil begins with set A and takes each set in order. The test is spiral in character and in this respect it differs from the Courtis tests. "The several sets in each operation are arranged in the test in the order of their complexity, but with them are interwoven the sets of the other operations. Thus a pupil first works on a set of examples in addition, then passes successively to sets in subtraction, multiplication and division before encountering addition again. This changing from one type of operation to another lessens the strain on the pupil which is involved in a prolonged test of this sort." See Counts, "Arithmetic Tests and Studies," p. 6.

The Judd test was chosen by the Cleveland Survey Committee because it was thought that "it would, on the one hand, show the general standing of the city as a whole in the fundamentals of arithmetic and would, on the other hand, be diagnostic in its character, indicating school, class and individual weaknesses in each of the different types of operations which enter into the solving of the more complex examples in each of the four fundamental operations."

The Judd test was given in the same schools as the other standard tests. In Cleveland the test was given to the B grades only and in Grand Rapids to the B and A grades. Rochester medians are below the Cleveland medians in every B grade in sets B, H and K, but above in every grade in sets L and M.

In B grades 27 medians were above Cleveland medians.

In B grades 50 medians were below Cleveland medians.

In A grades 49 medians were above Cleveland medians.

In A grades 35 medians were below Cleveland medians.

Medians improve from grade to grade in every division of the test. Occasionally the record of the A grade is less than the corresponding B grade, but only slightly less in any case.

Compared with Grand Rapids:

In B grades 36 medians were above Grand Rapids medians.

In B grades 29 medians were below Grand Rapids medians.

In B grades 3 medians were equal Grand Rapids medians.

In A grades 44 medians were above Grand Rapids medians.

In A grades 26 medians were below Grand Rapids medians.

In A grades 1 median was equal Grand Rapids median.

The comparison with Grand Rapids is more favorable to Rochester than the comparison with Cleveland. This may be due to the fact that there is more certainty as to the reliability of the Grand Rapids scores. Professor Counts says: "A great deal more care was taken here than in Cleveland to insure the results against error. In Cleveland the teachers were inexperienced in giving tests, while in Grand Rapids they were all more or less familiar with the Courtis tests." In Rochester the tests were given and timed by principals who had taken the courses in tests and measurements under Prof. L. A. Pechstein at the University of Rochester. Testing conditions were standardized and carefully supervised.

A more important way of looking at the scores is from the point of view of difficulty. In point of difficulty from simple to complex Professor Counts groups the sets as follows:

1—A, B, C, D, 2—E, F, G, 3—H, 4—I, J, K, 5—L, M, N, O.

Compared with Cleveland in

1. A, B, C, D..... 4 medians above Cleveland medians.
20 medians below Cleveland medians.

2. E, F, G..... 4 medians above Cleveland medians.
10 medians below Cleveland medians.

3. H 0 medians above Cleveland medians.
4 medians below Cleveland medians.
4. I, J, K 7 medians above Cleveland medians.
8 medians below Cleveland medians.
5. L, M, N, O 12 medians above Cleveland medians.
7 medians below Cleveland medians.

Compared with Grand Rapids in

1. A, B, C, D.... 25 medians above Grand Rapids medians.
17 medians below Grand Rapids medians.
2 medians equal Grand Rapids medians.
2. E, F, G..... 19 medians above Grand Rapids medians.
11 medians below Grand Rapids medians.
3. H 0 medians above Grand Rapids medians.
7 medians below Grand Rapids medians.
4. I, J, K..... 18 medians above Grand Rapids medians.
9 medians below Grand Rapids medians.
5. L, M, N, O... 18 medians above Grand Rapids medians.
11 medians below Grand Rapids medians.
2 medians equal Grand Rapids medians.

The above comparisons would seem to indicate that in the more difficult sets of the test Rochester pupils have a slight advantage. Whether a larger expenditure of time on the fundamental operations in the lower grades would seem necessary from the results of this one test is a question. The deciding factor should be how well the work is done rather than how much time is taken. In all probability too much time is taken in some cases and too little in other cases. Some pupils and some groups need more time and other pupils and other groups less time. Of this the teacher must be the judge save where a test clearly proves the direct necessity of a definite course of action.

A comparison by grades and tests is given in Table XI. From this table the following details may be selected for comment.

Sets A, E, J, M—Addition:

Set A—The medians are below Cleveland in all but 4-B and 5-B. The medians are above Grand Rapids in 3-B and A, 4-B and A, 5-B and A, 6-B, equal in 6-A and below in 7-B and A and 8-B and A, indicating a need of daily rapid drill in the upper grades in order to maintain the skill developed in the lower grades.

Set E—This is simple column addition. It is evident that sufficient attention is not given to this type of written work.

Set J—This is long single column addition. The Rochester medians are above Cleveland in all grades except 4-B and 5-B and above Grand Rapids in five and below in four divisions. If the same attention had been given to short column written addition as to long single column addition the test would have shown the same satisfactory results.

Set M—Above Cleveland in every group and below Grand Rapids in three divisions, 5-A, 7-B and 8-B. This shows ample practice in written work.

Sets B, F—Subtraction:

Set B—Many pupils added set B instead of subtracting which may explain the poor record in this set.

Set F—This does not mean that children cannot have examples under the Cleveland form. See Course of Study, p. 14, Sec. 3-D.

Sets C, G, L—Multiplication:

Set C—Below Cleveland in B grades and above in A grades, above Grand Rapids in five and below in five. Pupils misunderstood this form of multiplication as it is not used in the schools. This suggests that it might be well in grades above 3-B to express the work in both horizontal and vertical forms.

Set G—Above Cleveland in 4-B. Other grades practically same as Cleveland. Above Grand Rapids in all but three divisions.

Set L—This is the most difficult set and our medians are above Cleveland in all grades B and A and above Grand Rapids in five and below in three, 7-B, 8-B and 8-A.

Sets D, I, K, N—Division:

Set D—Below Cleveland in 4-B, 7-B and 8-B and above in 5-B and 6-B and above Grand Rapids in all but one. This may indicate that upper grades have not been using this form of division.

Set I—Above Cleveland in 4-B and 5-B and the same in 6-B and 7-B. Above in Grand Rapids in all but one. The slight falling off in 8-B might indicate a need of drill in this type.

Set K—Below Cleveland in all grades and below Grand Rapids in four and above in four. This indicates a distinct need of continuous drill on simple, long division.

Set N—Below Cleveland in all B grades except 6-B and above in all A grades. Above Grand Rapids in all but one case where grades are equal. This may mean the necessity of more drill on simple forms of long division.

Sets H, O—Fractions:

Set H—Below Cleveland and Grand Rapids in all grades B and A. It is evident that too much was taken for granted in the work in fractions. The results indicate the need of more stress on the simple forms.

Set O—Below Cleveland and below Grand Rapids. Here again the need of more daily drill on simple fractions is apparent.

Principals and teachers should make a careful study of the scores, not only the scores in Rochester but also the scores in Cleveland and Grand Rapids, as well. How do we compare with Cleveland and Grand Rapids as a system, grade by grade and set by set? How do our own schools compare each with the other? How do grades compare in the various operations set by set? Is the progress of a grade in any school normal or does it show variation—above the median in one operation and below in another, showing lack of balance, lack of stress and lack of supervision? Does the record of an individual pupil show variation to such an extent that remedial measures should be sought to eradicate the weakness or to remove wrong associations in certain phases of number work? We have traced the record grade by grade and set by set and noted the cases where a grade is above in all sets, below in all sets, or above in some and below in others. In general there is a consistent and stable balance but exceptions occur here and there. The most noticeable variation is in Set H, Fractions. In 5-B where Set H is first given the variation is from .5 lowest to 10.1 highest; in 5-A from 0 to 7; in 6-B from 0 to 9; in 6-A from 1 to 6.8; in 7-B from 0 to 6.5; in 7-A from 2 to 8; 8-B from 0 to 6.1 and in 8-A from 2.3 to 7.5. In no other set is there such pronounced variation in scores. Variations are bound to appear due to individual differences, teaching conditions, environment, etc., but given average intelligence and normal conditions there should not be such pronounced variation, as in the case of Set H where Rochester is below Cleveland and Grand Rapids in every grade. In Set O we are also below Cleveland and Grand Rapids in all but 8-A, still there is not the same pronounced variation grade by grade as in the case of Set H.

Attention is called to chapters five and six in Counts' "Arithmetic Tests and Studies of the Psychology of Arithmetic" (The University of Chicago Press). Chapter five contains "a comparison of the arithmetical abilities of

Table XI—Comparison of the results of the Judd Arithmetic Test with the Cleveland and Grand Rapids scores:

GRADE	CITY	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
3-B	{Cleveland	13.4	9.3	6.5	6.3	4.3	2.0	2.0	..	0.6	1.9	..	..	1.4	..	..
	{Grand Rapids	11.8	6.3	..	..	..	..	..	..	..	..	..	..	..	..	..
	{Rochester	12.3	4.5	5.0	..	4.1	1.9	..	..	..	1.9	..	..	1.8	..	..
3-A	{Grand Rapids	13.4	8.4	..	..	..	..	..	..	..	..	..	..	..	..	..
	{Rochester	13.95	3.95	8.2	6.25	3.65	2.35	2.9	..	0.2	2.6	..	1.6	2.05	..	..
4-B	{Cleveland	17.8	13.4	12.0	12.4	5.3	4.9	3.9	..	1.1	3.2	4.0	1.7	2.5	.8	..
	{Grand Rapids	13.6	9.1	7.1	6.9	4.1	2.8	2.2	..	0.7	..	..	..	..	..	..
	{Rochester	18.3	7.5	11.0	10.8	4.6	4.0	4.0	..	1.3	2.9	..	2.0	2.9	..	..
4-A	{Grand Rapids	16.4	12.1	11.3	10.4	4.6	4.1	3.3	..	0.9	2.8	..	..	2.3	..	..
	{Rochester	17.5	13.0	13.2	11.7	5.6	6.3	5.0	..	1.7	3.6	2.7	3.0	3.6	1.0	..
5-B	{Cleveland	22.2	17.2	15.5	15.7	6.3	6.7	5.2	5.0	2.0	4.0	6.8	2.5	3.2	1.3	..
	{Grand Rapids	20.3	14.7	13.7	12.5	5.2	6.0	4.0	..	1.3	3.4	3.0	2.3	3.0	0.7	..
	{Rochester	23.0	16.5	14.7	17.0	6.0	7.1	5.1	2.7	2.8	4.3	3.7	3.1	3.6	1.0	..
5-A	{Grand Rapids	21.5	15.9	14.0	14.3	5.4	6.5	4.9	6.3	1.4	3.7	4.3	2.9	3.6	0.8	..
	{Rochester	23.0	17.15	14.25	15.85	6.1	6.75	5.15	2.15	2.7	4.2	4.95	2.95	3.25	1.5	3.0
6-B	{Cleveland	24.8	19.8	16.6	18.5	6.8	7.5	5.5	5.5	3.1	4.4	8.5	2.8	3.8	1.7	3.1
	{Grand Rapids	22.8	16.8	15.5	15.5	6.0	7.1	5.3	6.2	2.3	4.1	5.4	3.3	4.3	1.1	3.5
	{Rochester	23.5	19.3	15.0	18.8	6.5	7.6	5.4	1.8	3.0	4.7	5.8	3.8	4.3	1.8	3.0
6-A	{Grand Rapids	25.0	19.1	17.0	16.9	6.6	8.0	5.6	6.5	3.0	4.5	6.5	3.6	4.5	1.4	3.6
	{Rochester	25.0	19.55	16.0	18.75	6.55	8.5	5.75	2.55	3.5	4.9	7.0	3.8	4.25	1.85	3.35
7-B	{Cleveland	26.7	21.5	17.7	20.8	7.5	8.6	5.9	7.7	4.0	4.9	10.1	3.2	4.4	2.0	4.1
	{Grand Rapids	26.5	21.3	17.7	18.4	7.2	9.3	6.1	9.0	3.8	5.4	7.5	4.3	4.9	1.7	3.9
	{Rochester	25.6	20.0	15.9	18.4	6.8	7.8	5.8	3.7	4.0	4.9	6.8	4.0	4.8	1.7	3.5
7-A	{Grand Rapids	27.3	20.7	18.8	19.7	7.2	9.6	6.1	7.8	4.1	5.3	8.8	4.5	5.0	1.8	4.6
	{Rochester	26.0	19.75	17.25	19.45	6.95	8.55	6.25	4.1	4.15	4.95	8.0	4.65	5.1	2.45	3.95
8-B	{Cleveland	27.5	26.0	19.0	22.5	7.8	10.1	6.6	8.5	4.7	5.7	12.5	3.9	5.1	2.6	5.5
	{Grand Rapids	29.5	22.8	49.3	20.5	7.8	10.3	6.7	8.6	4.0	5.7	9.7	4.9	5.7	2.0	5.5
	{Rochester	24.3	21.15	17.15	21.4	8.35	8.55	6.45	4.8	4.25	5.65	8.65	4.7	5.55	2.5	4.4
8-A	{Grand Rapids	30.3	25.5	20.7	23.0	8.1	11.0	6.8	8.8	4.7	6.5	10.3	4.9	5.7	2.3	4.8
	{Rochester	29.25	24.8	17.8	23.15	7.75	9.7	7.0	4.9	5.1	5.8	9.9	4.8	6.2	2.9	5.0

certain age and promotion groups" and chapter six contains "a comparison of the arithmetical abilities of certain race groups." A division of a number of groups into under, normal and over-age proved to our satisfaction that the conclusions reached by Professor Counts in chapter five are applicable to Rochester, namely, that "fast" corresponds to the young, and the "slow" to the old." Furthermore, a glance at the arithmetic scores of the various schools will show that his conclusions as to the abilities of certain race groups would be found true in Rochester. The scores attained by the various grades in one school ninety per cent. Italian, are invariably above the median and in several grades the very highest scores of all. In 5-A this school attained the highest score in all but two sets. Other schools, mostly foreign might also be mentioned in this connection. There is apparently no handicap from language or race in the study of arithmetic. This is quite natural, as number is a universal concept, apart from any medium of expression save the symbol itself. As Professor Counts suggests there may be social factors at work tending to bring about these differences. Whatever may be the explanation the fact remains that in arithmetic the pupils of foreign parentage are in the lead. Finally it is significant to note that the types of errors found by Counts in his analysis of Cleveland and Grand Rapids scores are likewise revealed in the Rochester results.

SUMMARY AND CONCLUSION.

From this attempt to measure scientifically the educational attainment of school children in the language and arithmetical abilities, eight points of major significance may be drawn in summary:

Language Abilities:

(1) The development of language ability is being adequately secured, in so far as the entire city system is concerned. This is shown consistently by all the tests used.

(2) The ability to recognize words seems to develop faster than that of ascribing meanings and relations. The groups largely foreign in make-up reveal marked weakness in the latter.

(3) The general intelligence of school children seems adequately measured by the Trabue Completion Test. The regularity of increase throughout the grades argues that the schools are successfully counteracting the handicap of nationality so marked in the lower grades.

(4) The correct use of spoken idioms needs continued attention through the eight grades. These speech habits cannot be taken for granted.

Arithmetical Abilities:

(1) The entire range of these special ability tests shows that consistent improvement is being obtained from grade to grade.

(2) The city-wide scores argue, after comparison with comparable conditions in other cities, that the local work is markedly satisfactory.

(3) The harder arithmetical operations are executed relatively better than the easier ones, and certain of the easier operations bear comparison unfavorably.

(4) The schools appear to take too much for granted in the teaching of fractions. Comparison shows that an expectation of better scores is warranted.

The statistical findings of the tests and their interpretation suggest that considerable attention may profitably be given to the actual teaching situation. The principal and teacher may profitably concern themselves with the following questions:

How does the school compare with the national and the local standards?

Which of the grades is below the standard?

Is this inferiority due to poor preparation, insufficient attention to the subject, racial handicap, poor teaching or poor supervision?

What grades are above the standard?

Is this superiority due to superior school and home conditions, superior native ability, superior teaching or an unwarranted over-expenditure of time upon this particular subject?

Are the several duplicate grades producing comparable returns?

Are any of the grades showing wide group variability and thereby revealing a need of partial reclassification?

Do certain grades need to spend more time upon certain specific lines of work and does the course of study need to emphasize these more fully?

The teacher may profitably be concerned with the following:

How does my grade compare with the national and local standards?

How shall I interpret a possible superiority—superior native ability of the pupils, better environmental conditions, better teaching, excessive amount of time spent herein, or as chance?

How shall I interpret a possible inferiority—inferior native abilities or environmental handicap, too little attention to the subject factors of chance, or poor teaching?

If the last named, how can I improve the condition—give more time to the item of demonstrated weakness, present material in a different manner, work more with lower fourth of group and give individual attention herein, be attentive to errors of demonstrated frequency of occurrence and persistency?

OPERATION OF THE TOWNSHIP ACT IN NEW YORK STATE

George A. Works, Professor of Rural Education, Cornell University

THE most frequently stated objection to the township act is that it has increased taxes. This is an objection worthy of consideration, but before we accept the general statement let us examine what is meant by the increase of taxes. It may be that certain individuals have had a marked increase in taxation, or that there has been a state-wide increase. It is also possible that

both of these changes have occurred. Each should be examined in turn.

The pronounced differences in tax rates shown by these examples were characteristic of the state as a whole. This inequality was primarily due to the difference in assessed valuation of the property in the state. There were in the state 3,800 districts having an assessed valuation of less than \$40,000 and 2,000

County	Town	District	Assessed Valuation	Tax Rate 1916-17
Herkimer	Russia	7	82,068	.00489
"	"	9	10,011	.03049
"	"	11	8,700	.02400
"	Schuyler	2	203,087	.00149
"	"	4	113,728	.00000*
"	"	10	46,720	.00779
Oneida	Rome	10	339,155	.00107
"	"	20	139,830	.00146
"	"	3	29,150	.00855
Cayuga	Montezuma	7	441,396	.00135
"	"	2	48,630	.00751
Broome	Chenango	10	156,012	.0025
"	"	1	20,097	.012
Montgomery	Minden	5	100,600	.00349
"	"	11	29,703	.0135

* Contracted

of these had an assessed valuation of less than \$20,000. There were several hundred districts in the state that escaped any local tax for school purposes by contracting with other districts. Under the township system the tax rate has been made uniform for the entire town. Naturally those taxpayers who have been living in districts that raised no local taxes, or had a very low tax rate, have had their taxes increased. This is not unjust. It is unfortunate that they have been permitted to escape their fair share of school taxes for so many years. School maintenance is not a local issue. Education is a state function and it is the obligation of every property holder to pay in proportion to his wealth for the education of all of the children of the state.

A consideration of the general increase in taxes reveals several factors that need careful consideration before concluding that the township law is responsible for the increase.

1. Last summer when the town boards of education came into office they found empty treasuries because under the law the unexpended balances in the various school districts of the state were turned back to the taxpayers of the respective districts. The amount thus turned back aggregated \$1,500,000 to \$2,000,000 for the entire state. Very naturally the town boards made a budget large enough to carry them through the year and to leave a working balance. Reports from each of the thirty-nine villages of the state having a population of more than 5,000 indicate that the boards of education in these villages have carried balances that average 13 per cent. of the tax raised. An analysis of the balance remaining in the school treasuries of the towns of Enfield and Ulysses, in Tompkins county, for the year previous to the enactment of the township system show that they were 7 per cent. and 8 per cent. respectively of the year's expenditures. It is fair to assume that not far from 10 per cent. of the taxes collected will remain at the end of the year.

2. The running expenses of the schools have risen materially because of increased cost of supplies, fuel, janitor service and teachers' salaries. Reports from villages and cities not under the township system

indicate that the expense of running the school this year has commonly increased from 10 to 25 per cent. over last year. But this increase in expense did not begin this year. It was evident last year before the township system was established. The following statement of the chief items of expense in maintaining schools shows that increased cost was evident last year from the towns of Enfield, Newfield and Ulysses. There is every reason for believing this to be indicative of a general condition.

Per cent. of increase
over previous year:

	1917	1918
Janitor service.....	19%	28%
Fuel and janitor's supplies	75%	25%
Salaries of teachers.....	2.5%	15%

Furthermore, it should be borne in mind that for the year 1918 the percentage is based on amount collected and not on the actual expenditures.

3. The year previous to the passage of the township act legislation was enacted providing for a system of physical training for all schools of the state. For the first time this year the full burden of expense is being felt in rural school districts. In spite of the fact that many persons have held the township system responsible for the presence of the work in physical training, it should be borne in mind that this is provided for by an entirely separate legislative act.

From these analyses it is fair to conclude that persons who have had a low tax rate in the past have had their taxes increased under the township system because of the just provision for a uniform rate throughout the town. Likewise it is also true that thousands of taxpayers who have had excessively high rates in the past have had their taxes decreased. Furthermore it is evident that there has been a general increase in school taxes. These, however, are found in places not under the township system, and it was a change that was markedly evident in comparing the school expense of 1916 with those of 1915. Therefore, there must have been other factors besides the township system at work to bring the increased taxes of this year. In fact it must be evident that little or no increase is due to the new system.

There is one element in the increased taxation on farm property that should not be overlooked. In the past pupils living outside of the high-school districts have been able to attend neighboring high schools and the tuition charge of \$20 a year has been borne by the state. Under the present act high schools in places of less than 1,500 population or in districts in which less than 15 teachers are employed come under the provisions of the act. Naturally it costs more to maintain both elementary and high-school privileges for a community than it does to run the elementary school. In those towns having districts with high schools that come under the provisions of the act farmers are helping to maintain the high schools. No one will maintain that farm boys or girls are not entitled to the opportunities of free high schools. Furthermore, I am certain that the farmers of this state are willing to pay their fair share of the expenses incident to the providing of such educational privileges for their children. If the present system puts too heavy a burden on them instead of going back to the district system with its injustices let us rather provide for raising a much larger proportion of our school taxes by state-wide taxation.

It has been suggested that districts having high schools should be removed from the provisions of the law. Such an action would be unwise because the interests of the small villages in which these schools are located are almost identical with those of the surrounding country. There is now too much distinction between village and open country. Let us not attempt to set up further barriers by the organization of our school system.

Many persons who are opposing the township system are doing so because of school consolidation under this act. A comparison of provisions for consolidation under the district system and the present act shows that such individuals misapprehend the situation. Under the old law the people in two or more districts might bring about a consolidation of districts by a vote favorable to such action. This was relatively a rare occurrence. A further provision was made for consolidation by giving district su-

perintendents authority to make such consolidations as they deemed best. It is true that the voters of the districts that were united had the right to appeal to the State Department of Education if they were opposed to the action of the district superintendent. Usually the appeal was not sustained. As a result of these "forced consolidations" and regardless of their merit, there had developed a great deal of animosity in some sections of the state towards the Department of Education. Much of the foundation for the charge that the State Department is autocratic had its origin in "forced consolidations."

Fortunately the township law made entirely new provisions for this feature of school betterment. This power has been taken from the hands of the district superintendents and the Department of Education and put under the control of the people. Under the township law if a district superintendent thinks that two or more school districts should be consolidated, he brings the matter to the attention of the town board of education—the elected representatives of the taxpayers of the town—if the board believes it unwise the matter ends. If the board takes favorable action no consolidation order can be issued until the question has been submitted to the voters in each of the districts concerned. Only such districts may then be consolidated as give a majority vote favorable to such action. From an administrative standpoint it probably would be better if the power of consolidation rested in the hands of the town board, but the provisions of the law are undoubtedly wise since there is so much misapprehension regarding consolidation.

Frequently it is claimed that the present system lacks in democracy. It has already been indicated that the fundamental provision of the township system is that each taxpayer in the town shall pay school taxes in proportion to the property he possesses. Certainly this is much more democratic than the conditions that obtained under the district system whereby thousands of dollars worth of property escaped local taxation for school purposes, and millions of other property bore an absurdly low tax rate, while at the same time the property in

the poorer districts was taxed excessively. The old system was so unjust that it is surprising that a democratic people has permitted it to exist over so long a time.

As an evidence of this lack of democracy it is pointed out that the town board of education has too much power in fixing the school budget. It is provided in this law that the board of education may determine upon the budget for the school year, but they are not permitted to expend more than one-half of 1 per cent. of the assessed valuation, and in no case more than \$5,000 for repairs or new buildings without a favorable vote by the people. Compare this provision with those that were previously effective and those still operative in other than school matters. Under the district system the school trustee had the power to include in the school budget the amount necessary for the salary of the teacher and the incidental expenses of the school. The voters had no authority in determining the salary of the teacher. This rested absolutely in the hands of the trustee. Likewise in a union free school district the board of education is required to submit its budget to the voters of the district, but express provision is made that they may not reduce the amounts set aside for teachers' salaries and contingent expenses. If the method of preparing the budget by the town board of education is compared with the system used in preparing budgets for village and town affairs aside from schools, they are found to be identical. Certainly the budget provisions of the township act are no more undemocratic than those which obtained under the district system, and if it is too undemocratic, then our entire township and village system of government is undemocratic and subject to revision in the same respect as the township act.

It has already been shown that this act so far as consolidation of schools is concerned provides for return of power to the hands of the voters, and in this respect is a step toward pure democracy as compared with the district system. The charge of lack of democracy in the township system readily lends itself to general statements and "glittering generalities" that seem significant until they are analyzed. Those who make this

charge should bear in mind that democracy will never attain its highest efficiency until it learns to use the services of the expert. Teaching and the supervision of teaching are expert services, and not until we have proper methods of selecting our teachers and supervisors shall we attain the highest degree of efficiency in our schools. The township system offers greater possibilities in this respect than the system which it displaced.

Frequently the adoption of the township system by this state is referred to as an "experiment." Evidently those responsible for this statement do not know that the system has been in operation in Massachusetts for a generation and that there are only three states east of the Mississippi that retains the district system—Illinois and Wisconsin and a part of Michigan. In all other states either the county or the town is the unit of school organization and administration. Since the experience of these states has shown that either of these systems offers greater possibilities for the development of a system of rural schools than does the district plan let us not revert to our former plan. Would it not be much better to have a commission made up of representatives of the various farmers' organizations and the educational interests make a thorough study of the situation in the state and report its findings to the legislature? Meantime the operation of the township law could be suspended. The writer would like to see the farmers on the committee elected by the various farmers' organizations of the state, so that they might be truly representative, and he would also be glad to see them have a majority on the commission. Such a study would undoubtedly result in the finding of a basis that would be acceptable to the farmers and upon which a sound but a progressive system of rural schools may be established. Such a system will not be possible if we return permanently to the district system.

Mind what you run after. Never be content with a bubble that will burst, or a firework that will end in smoke and darkness. Get that which you can keep, and which is worth keeping.

Something sterling that will stay
When gold and silver fly away.

CORRELATION OF MEDICAL INSPECTION AND PHYSICAL TRAINING IN RURAL SCHOOLS

William M. Howe, M. D., State Medical Inspector of Schools

THE practical, efficient and economical administration of our health activities in a correlative manner, is not only desirable but necessary if we hope or expect to gain and maintain that degree of popular favor so indispensable to the successful enforcement of any statute however worthy its purposes may be.

The particular plan for the correlation of health educational work to which I wish to call your attention at this time, relates entirely to our rural communities, in which arise, as we all know, many of the most difficult or perplexing problems of health conservation. While its period of trial is as yet brief and its participants few, all reports thus far received afford every assurance that it will prove practical, efficient, economical and popular in its operation!

Number of registered nurses combining duties of school nurse and those of supervisor or instructor in physical training, 17.

All of these registered nurses, after completing summer work in physical education, were given a temporary license to teach or supervise physical training in some of our rural schools. The holders of these temporary licenses will be required to take further instruction in this special field of education. They will be given credit for such work as they may do and when the requirements of the State Department of Education are fully met, will receive a regular license to teach or supervise physical training.

SUPERVISORY DISTRICTS IN WHICH THESE HEALTH TEACHERS ARE EMPLOYED.

Albany Co., Dist. No. 1, Supt. E. E. Richmond, employs 2. Albany Co., Dist. No. 3, Supt. Warren Ratcliffe, employs 2. Cortland Co., Dist. No. 3, Supt. Claude D. Carter, employs 1. Erie Co., Dist. No. 5, Supt. William E. Bensley, employs 2. Fulton Co., Dist. No. 1, Supt. Fred A. Stryker, employs 1. Livingston Co., Dist. No. 1, Supt. Roscoe G. Conklin, employs 1. Madison Co., Dist. No. 1, Supt. Irving S. Sears, em-

ploys 1. Oneida Co., Dist. No. 6, Supt. Pauline L. Scott, employs 1. Ontario Co., Dist. No. 1, Supt. Leon J. Cook, employs 1. Rensselaer Co., Dist. No. 3, Supt. H. G. Grubel, employs 1. Washington Co., Dist. No. 1, Supt. Amelia Blasdel, employs 2. Ulster Co., Dist. No. 1, Supt. Emily S. Burnett, employs 2.

Any one of these superintendents would, I am sure, be pleased to explain to others interested in the plan, the work thus far carried on in their respective districts. The State Medical Inspector of Schools would also welcome the opportunity to advise or assist such superintendents as might contemplate the adoption of this plan.

NUMBER OF TOWNS SERVED BY EACH OF THESE HEALTH TEACHERS.

Total number, 36.

In five instances one teacher serves one township. In eight instances one teacher serves two townships. In three instances one teacher serves three townships. In one instance one teacher serves six townships.

In most instances, one township appears to furnish an ideal unit for this manner of health educational work. Should the towns be small or the schools easily accessible, two or even three townships might form the unit. The problem of transportation is apt to be a disturbing one on account of its expense, and should be carefully considered in determining the territory to be covered by rural health workers.

NUMBER OF SCHOOLS SERVED BY EACH OF THESE HEALTH TEACHERS.

Total number of schools served under this combined plan, 363.

In five instances one teacher serves from 10 to 15 schools. In two instances one teacher serves from 16 to 20 schools. In eight instances one teacher serves from 21 to 25 schools. In one instance one teacher serves 27 schools. In one instance one teacher serves 51 schools.

It is a mistake, I believe, to permit one teacher to attempt to look after this im-

portant educational work in a territory so large as indicated in the one embracing fifty-one schools.

Number of pupils under the supervision of each of these health teachers, 9,487.

In eight instances one teacher serves from 200 to 500 pupils. In five instances one teacher serves from 500 to 800 pupils. In three instances one teacher serves from 800 to 1100 pupils. In one instance one teacher serves 1409 pupils.

The number of pupils one teacher can serve well, will depend on the location, accessibility, and size of the schools under her direction.

SALARIES PAID TO THESE SPECIAL HEALTH TEACHERS OR PHYSICAL TRAINERS.

One receives \$800 for the school year. Three receive \$1,000 for the school year. One receives \$1,100 for the school year. Eleven receive \$1,200 for the school year. One receives \$1,500 for the school year.

In every case the teacher provides for her transportation.

MANNER OF EMPLOYMENT OF THESE SPECIAL HEALTH WORKERS.

Under the present plan, these special health workers are employed as physical trainers. The state pays one-half of their salary up to six hundred dollars (\$600) for such time as they devote to the enforcement of the provisions of the physical training law. The balance of their salary is paid by the local school authorities. They are given definite instructions as to their combined duties and are required to submit monthly reports to the district superintendents, through the board of education.

TIME DEVOTED TO THE WORK.

Their hours are prescribed by the board of education and conform to those of other teachers. In their enthusiasm for the work, some of these special teachers devote many extra hours to health education, to the correction of existing defects among school children and to the betterment of sanitary conditions in the territory they serve. None are employed for less than the school year while some work for eleven months.

THE EMPLOYMENT OF THE SCHOOL MEDICAL INSPECTOR IN THE PLAN.

In every instance we require, as provided by the medical inspection law, that the board of education shall appoint a school medical inspector. He is expected to act as medical consultant to the board of education, to direct in a co-operative manner the activities of the health teacher embracing school medical inspection, to examine and care for such cases as may be referred to him where there is no family physician, and to assist in the betterment of health and sanitary conditions of pupils, school buildings and premises. The health teacher is expected to notify the parents of defects found and to use her influence to have proper attention given to such defects by either the family physician or family dentist. By this plan, all physicians and dentists are permitted to look after the children of their clientele, which I think is especially desirable in rural communities. It also insures better co-operation of all of the local physicians and dentists.

Extracts from replies of superintendents, in whose district the combined school nurse and physical trainer has been employed during the current school year to date:

On November 9, 1917, I sent the following communication to the twelve district superintendents in whose territory these health workers are employed:

"Albany, N. Y., Nov. 9, 1917.

My dear Superintendent:

I am desirous of obtaining an expression from the various district superintendents where the combined school nurse and physical trainer is being utilized in health educational work in the rural sections. I should like if possible to have this preliminary report in my hands by November 23d. Will you, therefore, kindly reply to the following:

1st. Is the combination of school nurse and physical trainer operating in a satisfactory manner in the part of your district so served? 2nd. Do you believe such combination to be desirable and practicable in the program for rural health education? 3rd. State briefly your impressions of this combined work as thus far conducted in your district.

With my personal appreciation of your reply, I am

Very truly yours."

Replies were received from each of the twelve superintendents. Eleven answered question one in the affirmative in a most emphatic manner. The one in whose district one teacher is looking after fifty-one schools, did not enthuse as did the others, and yet he spoke well of the plan and commended the results being obtained. Question two was answered in the affirmative and in the same manner by twelve district superintendents. The superintendent with the large district did not express himself on this question.

The replies to number three, "State briefly your impressions of this combined work as thus far conducted in your district," contained many interesting expressions from which I am pleased to quote:

One district superintendent says: "I believe the combination of school nurse and physical training teacher to be the only practicable way thus far tried. It is too much to ask small rural schools to support both a physical training teacher and a school nurse and our experience here is that the hurried examination of all the pupils in a school by a medical inspector is of very little value without the follow-up work and there is little of this without a school nurse. From what I have seen of the results in this district, it seems to me that something is being accomplished that we did not get done before and if the results continue through the year I shall be satisfied." Another writes: "I find where nurses are visiting homes and gaining the confidence of the people, there is much less opposition to physical training."

From the same section of the state, one superintendent tells us "the nursing is looked upon by the patrons of the school as a very good thing and nearly all think it is a great improvement and do not seem to mind the expense." This letter concludes by saying "I am much pleased with the work and can not say too much in its favor."

From another source, we are advised: "Though the work has not been under way long enough as yet to get any definite tabulated results, I am satisfied that it is going to be a great thing for health

education in the rural communities; the two things seem to go together admirably. The work is progressing slowly but surely toward an uplift in rural health problems." The superintendent in whose district one teacher is caring for fifty-one schools, writes as follows: "I think her work has been satisfactory in the majority of cases; although she is not quite as well prepared for the physical training drill work as the other supervisor, her health program is better taken care of. They have worked in harmony and unison so both parts of the work have been well taken care of." From another source, I am informed that "under the combined system there is far less opposition to physical training and much better results being obtained in health educational work." The same opinion is expressed by another writer who says: "I find the combination of nurse and physical trainer has done much to harmonize and popularize both physical training and school medical inspection in the territory being served by our health teacher."

Another writes: "I did not realize that I had conditions in my district which were so inhumanely neglected. I think these combination teachers are doing efficient physical training work, and the people of the towns are beginning to realize what a great benefit the work of these instructors is to their children, and I am surprised at the co-operation I am receiving from these people in behalf of the health welfare of their children." One of our most conservative superintendents writes as follows: "Last year our physical training teachers were specialists, thoroughly trained and exceptionally proficient. This year our physical training teachers are specialists in nursing, having had but six weeks work in preparing to teach physical training. So by comparison our teachers this year are at a disadvantage. I think, however, that the physical training is being sufficiently emphasized, the medical inspection law is being far more sensibly and efficiently administered, the teachers tell me that the children are also taking more pride in their personal appearance, teeth, nails, hair, skin, etc." Another says, "By combining the work, I believe the nurse gets a contact and point of view that she would not get if she were not working

in the combined work and I am sure she has a great advantage in the physical training work." In another report, we are advised that "the results obtained in the district are not only satisfactory to the district superintendent, but popular in every respect among the taxpayers who realize that much good is being accomplished."

Again we are advised of the success and popularity of the plan by a superintendent who expresses the wish that the same system might be extended throughout the state.

Another expresses himself as follows: "I believe this combination is desirable and practicable in the program for rural health education and wish that I might have such a combination in every town in my supervisory district. With the combination of physical instructor and a nurse, the teacher is oftener brought in

touch with the children, especially if she is an instructor in the rural schools, because she has a smaller territory to cover. In this way she is able to give the exercises in proportion to the amount that each child is able to stand. She is better qualified to understand the physical condition of each child and in this way she may avoid overworking the child at any one exercise."

In conclusion, let me urge those interested in health educational problems in rural communities to give careful consideration to the suggestion of combining the duties of the school nurse with those of the physical trainer. By so correlating these health activities, we will be able, I feel confident, to accomplish far more of the real purposes for which our health laws are intended and at the same time popularize the movement in the rural communities.

CLASSICAL PLAYS IN HIGH SCHOOL AND COLLEGE

H. L. Cleasby, Syracuse University

THE fundamental aim of the theatre is to provide entertainment; the fundamental aim of the school is to furnish instruction. It is true that some confusion prevails to-day as to the respective aims of these institutions: many playwrights attempt to teach, while not a few pedagogues seem to be aiming to amuse. Such misdirected efforts are doomed to failure. Accordingly, when we import the stage into scholastic domain, we must not seek to change its proper function. Even in the school the play must first of all amuse, must entertain, must interest. This is, indeed, the justification for its introduction—its peculiar power to make impressive and real the ideas and facts which it teaches. Teaches? Yes, for the play does teach; we may even go so far as to say that it interests just because it teaches. The tragedies of Aeschylus and Shakespeare, the comedies of Molière and Plautus are the greatest of dramas because they teach the greatest of truths. If, however, these masters had not thought first of entertaining, amusing, interesting their hearers, if they had, instead, considered edification and instruction as their all-important aims, Prometheus and Hamlet, Tranio and Mascarille would not be our

familiar friends to-day. Consequently, we must ever bear in mind that the predominating purpose of the play in school and college is to interest rather than to teach. In particular, the classical play endeavors to create in the minds of our students and their parents an understanding of the men and women of Rome and Greece, and a realization that they too were struggling with the same passions and problems as the present generation. While we are to accomplish this end by making use of material drawn from literature, history, mythology, and antiquities, we must ever take care not to become too didactic from behind the footlights.

Classical plays are of two kinds, those written in the ancient tongues, and those in English. The former aim both to revive the ancient life and the ancient language, the latter reproduce the life only. The Latin or Greek plays benefit the students especially; the English plays, as a rule, are more interesting to an average audience. The former require much more labor in preparation; the latter, perhaps, call for more subtle effects in the acting. Both kinds of plays may be used to advantage by the same school; often, it is advisable for beginners to offer a program made up of a few short

pieces in Latin or Greek, varied by an English play or two.

To list all plays available for students of classics would be an invidious task. I shall merely comment briefly upon some of those which are most commonly given. First, in Latin, the simplest plays of all, suitable for reading in the class room as well as for acting upon the stage, are those contained in such collections as the "Perse Latin Plays," "Olim," and "Decem Fabulae." Slightly longer and more dramatic are the three compositions in "Cothurnulus." "Schlicher's Latin Plays," of more recent date, offers seven unusually interesting little dramas—one of these is especially designed for the first year Latin class, two deal with events in Caesar's life, two with Cicero; one, "Dido," is based on the first book of the Aeneid, and the last, "Andromeda," is taken from Ovid. The stage directions are full and exceedingly helpful. Miss Paxson's "A Roman School" and "A Roman Wedding" have proved very popular: they inculcate interesting facts concerning Roman life in a vivid and most amusing fashion. In college, the students or teachers may adapt many portions of classical authors to suit their dramatic needs: certain parts of Cicero's dialogues can be turned into philosophical debates, some of Pliny's letters furnish suggestions for excellent plots, and Horace, too, may be dramatized with slight effort; for example, the satire which describes the poet's encounter on the Sacred Way with the ill-bred self-seeker becomes an admirable little "sketch" after only a few changes and additions have been made, since the author himself wrote it almost entirely in dialogue. The complete play of Seneca, Plautus, or Terence demands experienced players and considerable ability on the part of the director in staging the choruses. The Greek play in Greek is the supreme achievement in college dramatics—it requires a large number of capable performers and a small corps of directors who are specialists in speaking, singing, dancing, and the designing of scenery and costumes. Of short, simple compositions in Greek, there seems to be a great dearth; the teacher himself must adapt scenes from Xenophon, Homer, and the dialogues of

Lucian to suit his special needs. Perhaps Professor Miller's "Dido" is the most frequently performed of all classical plays in English. A more original treatment of the story is found in "When the Fates Decree;" by Grant H. Code, first presented by the Peabody High School of Pittsburgh in 1914. The "Ulysses" of Stephen Phillips may be effectively given by students; I am not sure that this is true of Masefield's "The Tragedy of Pompey the Great." Very many plays in English deal with Greek or Roman themes; each school must make its own experiments. I am inclined to think that where a large number of boys is to be utilized, Shakespeare's "Julius Caesar" is the very best play of all. Of course, the masterpieces of Latin and Greek dramatic literature may be given in translation. Gilbert Murray's rendering of "Iphigenia among the Taurians" makes a marvelous impression upon modern audiences. Remembering that above all else you are endeavoring to seize and hold fast the attention of your spectators, after selecting your play, either in Greek, Latin or English, do not hesitate to prune down long speeches, to cut out dull episodes, to combine short scenes, to speed the action as much as is possible.

The problem of assigning the roles to individuals whom perhaps hitherto you have known only as pupils, calls for tact, good judgment, and some imagination. As a general rule, allot the characters to those who can best "look the part," trusting to skilful coaching to develop the requisite histrionic ability. As an essential part of this physical equipment, however, include a good voice, that is, one which has a pleasant quality and possesses the necessary "carrying" power. The best scholar in the class has no inalienable claim to the character of Aeneas merely because he is the best scholar; Dido should not be impersonated by a bespectacled little creature with a squeaky voice.

Rehearsals should be held at regular intervals, and should be announced as long beforehand as possible; they must begin and end promptly on time. The whole period of the rehearsal is to be filled with concentrated work; the actors themselves will enjoy this sort of a re-

hearsal much better than one interrupted and delayed by unseasonable "fooling." The director or coach should have absolute control, but let him encourage each actor to work out original effects; these he may, of course, accept or reject at his own pleasure. The one best "method" whereby to ensure the successful production of a play is to have the delivery of every word, the interpretation of every phrase, the execution of every gesture and change of position so carefully planned by the director and so perfectly mastered by the actor that the whole play proceeds almost automatically. Nothing should be practised in a careless, unpremeditated manner; nothing should be left to the inspiration of the eleventh hour. This inspiration, which is really a kind of exhilarating nervous tension, will undoubtedly come; if words and action have been properly prepared, then it will quicken them into an unforeseen effectiveness; if the training has been insufficient or erratic, this inspiration may work wonders; more often it brings to pass lapses of memory, errors in phrasing and emphasis, and all kinds of dire calamities.

Scenery and stage effects depend upon the possibilities of the auditorium at one's disposal. The problem is to get the maximum of effect for the minimum of effort and suspense. Screens, curtains, shrubs, and flowers are not only more easily obtainable than painted canvas, but, if judiciously employed, are much more stimulating to the imagination of the spectators. The classical note is often adequately introduced by a Roman or Greek doorway, a column, a simple table with a Roman lamp, a Roman chair, draperies with the meander or scroll pattern, a cast of some ancient bust or statuette. In general, the best scenery for the school theatre is that which is simple in line and color, one which depends for its effectiveness upon a few bold strokes rather than upon a multitude of accurate but petty details. Time and money expended upon the lighting arrangements usually bring satisfying returns. Avoid monotony in illuminating your scenes; try to produce a sunrise, a mid-day, a late afternoon. The quarrel scene in "Julius Caesar" should be played with Brutus' tent lighted by only a lamp and a few torches.

Good costumes delight the observers and are a source of great joy to the actors. Teachers and pupils will derive immense satisfaction from the designing of the various garments and choosing suitable borders and ornaments. All forms of Greek and Roman art abound in usable suggestions—statues, reliefs, Tanagra figurines, vase-paintings. J. Moyr Smith's "Ancient Female Costume" is a valuable book on this subject; Gulick's "The Life of the Ancient Greeks" contains helpful pictures and patterns. In Latin plays which deal with events of historical times, we find that the shapes and colors of the garments are more fixed than in plays laid in Greece or in those dealing with mythological or legendary events. For example, we may not give such free rein to our fancy in garbing Cicero, Tullia, Piso, and the others who attend the "Roman Wedding" as in arraying Iphigenia and her priestesses, King Thoas and his Taurian soldiers. The one garment that stands out most conspicuously in the life and literature of the ancient world is the Roman toga. Johnston's "The Private Life of the Romans" ought to be in every school library and its information upon the other articles of clothing is sufficiently correct, but its lamp-shade model of the toga has been discredited by the experiments of M. Heuzy. His investigations prove that the toga was a great segment of a circle, the base of which measured about eighteen and one-half feet while the depth of the curve was approximately seven feet. The diagram for this toga and the directions for putting it on are found in Sandys, "A Companion to Latin Studies," pp 191-193.

The Greek play, whether produced in Greek or in English translation, employs a chorus that must sing and dance. The aid of professional musicians and dancers must be obtained, but they should plan their effects under the guidance of the general director of the play. "The Antique Greek Dance" by Maurice Emmanuel (Translated from the French by Harriet J. Beasley) will prove of great service in arranging the dances.

In speaking upon a subject of this nature there is great danger, in trying to avoid the Scylla of trivial detail, of falling into the Charybdis of obvious generalities. One guiding principle I have en-

deavored to emphasize throughout—the paramount need of interesting.

However great the labor of producing a play in high school or college, the profit and pleasure are far greater. Not only is the work of the class room refreshed and invigorated, but, best of all, this mo-

mentous undertaking, with its strenuous rehearsals, its manifold experiments in scenery, lights, and costumes, its glorious triumphs over frightful obstacles of every description, unites all the participants in an intimate and wonderfully pleasant bond of fellowship.

ARE HIGH SCHOOL PUBLICATIONS WORTH WHILE?

Dr. Dudley Miles, New York City

ONE difficulty in answering such a question is the uncertainty of the term "publications." Every teacher carries about his own definition. That was forcibly impressed upon me some years ago. Our school was to vote on whether we should establish a periodical.

"Yes," said one graybeard gravely. "I think it might be a good thing. Under close faculty supervision, of course. It should appear once a term or once a year. It should contain pictures of the seniors, and a prize story, and some class prophecy or other."

"Yes, sir," said a nervous, black-eyed little man. "You bet we should have one, but it should come out every week. I'll tell you my idea of a good paper. It ought to be a weekly of about four pages. It would tell of how our nine walloped Morris, and what the soccer squad is doing, and be full o' pep from beginning to end. You get my idea."

As a result of this and much other sage advice, we finally established a magazine appearing three or four times a semester. Consequently it is the monthly magazine I shall have in mind in trying to answer the question, Are school publications worth while? However, the principles which I shall try to explain will, I hope, apply equally to the thin weekly or the huge annual.

The first and a very important matter to determine about such a periodical is, Why are you producing it? If you look into your own purposes, you will probably find a very laudable motive there—a sense of loyalty to your school, a pride in its fair name, an ambition to establish its reputation among all who read. Laudable as this ambition is, it leads one into strange paths. Whither does it drive the faculty adviser? It drives that conscientious personage to gather in the student MSS., to pore over them for hours by

the evening lamp, to select what reaches a respectable literary standard, possibly to touch up certain faulty passages, and then to arrange all in an attractive order. He may find that a short story is needed, and request a favorite bright pupil to try her hand. He discovers that an editorial is wanted on school spirit, and induces the editor-in-chief to attack that vague subject in accordance with a suggested outline. At the last moment he is alarmed by the news that Sadie Silverberg has been too ill to write up the school play. He loyally sits down to dash off a suitable account. Then he moils over the galley proofs, and perspires over the page proof, and when the magazine appears he is abashed to discover that a comma was omitted on page 7 and that Milton Gerlach's name is misspelled on page 20.

This laudable loyalty sometimes drives the student editors likewise. If a production is known to have been read in the class room, out it goes. If a topic is thought to have been assigned as an English lesson, it is forever taboo. Freshman productions are loftily declared too crude. For the student fears the shafts of the exchange editor on the Commercial "Caliper" or the Herkimer "Firefly." Now, laudable as this motive is, it is not the most admirable, because it does not make the periodical so helpful a part of the school life as it should be. It seems to me to rob the magazine of its just influence on the regular English work of the school.

Before I explain why I think so, let me ask a further question: "Should a periodical serve merely as an outlet for the rare literary ability of the school?" Every school has boys and girls with such ability. They aspire to be heard beyond the class room. They cherish the ambition to become great writers. They

yearn now for the flattering recognition of print. They can develop talent only under the stimulus of such flattery. I am now teaching a girl of that type. She care nothing for Mathematics. She has failed in Algebra four times. She despises Science. But she has read more than any other two pupils in her section, and she writes with a turn of phrase and a choice of diction that would be the despair of most of her teachers. She has written letters so winning that Mary E. Wilkins Freeman and Alice Hagan Rice, Andrew Carnegie, John Purroy Mitchell, and Woodrow Wilson have each sent autographs. Caruso even drew a mock portrait of himself above his signature. Of course her stories appear in the issues of our school magazine. A school paper exists partly to encourage girls of her aspirations. What I ask is, "Should it do nothing more?" We once published a number which did nothing more. It was produced chiefly by a set of pupils who had become ardent admirers of Stevenson, largely because of the profound influence of a single teacher. The articles were not all of equal merit, but they were imbued with more literary distinction than is common in school periodicals. You would enjoy reading it. But to the pupils it seemed rather esoteric. Few of them were lured even by smooth versification to read of "Tusitala's lonely grave on far-off Vaea's top." The issue was an excellent reward for those who had contributed. Was it fulfilling the whole purpose of the school paper?

Of course, you will say that it must have furnished a field for the latent business ability of at least some students. Now, there is no doubt that a periodical has its business side, which should be just as useful in training those students who have nascent ability as the literary pages are in training the budding writers. But how are these boys to be given their business experience? Should the faculty adviser select the printer? Should he draw up the contract and sign it? Should he settle all the business questions that arise concerning each issue? Should he pay all bills? If that is the manner in which it is conducted, the business staff will fare even worse than the contributors. The contributors have at least writ-

ten the pages that now elate them, whereas the business staff has contributed little except looking on. The complaint that boys are too immature for such undertakings is commonly raised. It may be asked, however, if they are expected in their twenties to burst forth, Minerva-like, into brilliant administrators or persuasive salesmen. There is nothing superhuman, surely, about writing to different printers for terms. With a half-dozen contracts before him, the youth can be instructed in how to determine the competency of each firm, and to select the house which gives the best service at the most reasonable rates. When required to think most of the problem out for himself he gains not only a degree of self-confidence which is valuable but a notion of business method which will be permanently valid.

Moreover, in many ways the magazine conducts an invaluable school of experience. A girl secured an advertisement. It was a small one—only a sixteenth of a page. The charge was proportionately small—a dollar and a quarter. Her commission was even smaller—twenty-five cents in all. The advertiser, who ran a small drug store, seemed to be conveniently out whenever she called. Three visits cost her thirty cents in carfare. Then she spent twenty cents in telephoning before the commission was earned. But the lesson in business was worth the price.

More valuable are the lessons in management and leadership of one's fellows. Our first advertising manager devised a very neat form of record, which enabled him to check up quickly the various payments as they were made. On the basis of this achievement he was given a free hand. He became important. He became conspicuous. He conducted a campaign among the students, urging every one to solicit advertisements. He wrote in one room, "For ads, see Weiss." In yellow chalk he added a dozen rooms to his domains with the beckoning words, "For ads, see Weiss." He induced an admiring friend to make an immense poster for the chief hallway, which in flaming letters shouted thorough its whole length, "For ads, see Weiss." This campaign bore fruit. Not only was any self-respecting student afraid to be seen with

the young Napoleon of the advertising world, for fear there should arise a shout of "See Weiss," but his name appeared as by magic on innumerable blackboards in connection with diabolical phrases. In fact, his usefulness was so diminished that he had to resign from the staff, but under kindly tutelage he saw, as by a great light, at least one of the elements of leadership.

You may object that more kindly tutelage would have prevented him from so costly an error. The truth is, however, that it is only through the actual conduct of affairs, more frequently than not through the numerous mistakes committed, that youth grows to competence. The faculty adviser certainly should not dream that he is to administer affairs while the pupils look on. His function is merely to offer counsel when matters are going wrong, to point out standards of efficiency and honesty, to make the pupils aware of higher levels toward which they should strive. Only in that way can he develop that initiative and that self-reliance which will stand these young people in good stead when they launch out into life for themselves.

But I appear to have strayed off onto the business management. As a matter of fact, this aim of developing these students by placing responsibility on them applies equally to the literary side of the staff. The boys and girls can run their own periodical with only general guidance from the teacher-in-charge. The staff should by all means be required to make its own selection of what is to appear in its pages. This selection should be subject, of course, to the veto of some older head, but this older head should refrain from making the first sifting of possible material. If the staff has any literary judgment to begin with, that taste will become finer only by exercise. The arrangement of the selections, the reading of proof, both in the galley and in the page, should be placed on the shoulders of the pupils. For a time you will have to point out their shortcomings, to point them toward higher levels of achievement. But they will welcome the responsibility and will toil to deserve the honor of bearing it.

Nevertheless, this training which the magazine furnishes for the few natural

leaders in literary matters and in business affairs is not its main justification. Its chief value is in its effect on the whole school. One of its main purposes should be not merely to provide an outlet for the literary talent of the pupils but to develop among all expertness in writing and in the judgment of writing. The most interesting of the assemblies, the parties, the plays, the clubs and literary societies, all the various hydra heads of school athletics should have their activities recorded by the pupils themselves in the pages of the school periodical. The grandsons and granddaughters may want to read therein. That would be well. But those who saw the Rochester eleven defeat Buffalo will certainly wish to follow again the thrilling moments of the game in the language of their peers. Now this demand should be met in the classroom. Let us suppose that to-morrow the assembly is to be unusual. Alfred M. Hitchcock, to whose books the students are daily introduced, is to speak. What does the alert English teacher do? He announces the news to his class, and they begin to discuss what matters should be included in a report of such an occasion. The suggestions are numerous and varied. But at length the consensus of opinion settles upon a list of points which should appear in any adequate account of the occasion. The exercise for the day after that assembly is such an account, with the understanding that the class or a committee of the class is to select the best one for appearance in the "Monthly Megaphone." That recitation will be memorable. Every writer will make some effort at originality, some of them very fortunate. Nearly all will make some effort to bring out this feature or that into special relief. When the themes are to be read you will be surprised at the eagerness and the alertness of the attention, and the keenness of the criticism. When the bell rings every pupil goes out of the room with a sharper notion of how to write news articles and how to read them. For this exercise does not smack of the fatal artificiality which permeates too many of our school exercises. In fact, to the pupils it is not an exercise—it is real writing. It has a motive behind it. It has an immediacy of interest in its sub-

ject matter. It will tend to carry over into the writer's natural use of English and into his reading of the daily papers.

The same kind of treatment will bring equally valuable results with some important game, which most of the class attend, or with the evening of the school play. It will apply to any event in school life where there is community interest, for it provides a subject that arouses attention and presents a compelling motive for writing. Instruction in such matters really counts, for it is heeded.

Not only in these ways can the school periodical serve the whole school. Not only can it furnish an outlet for the literary and business talent of the school. Not only can it furnish opportunities for writing special kinds of articles. It can also and it should also encourage literary activity in every English class by always holding forth the possibility of a wider audience than the class room itself. The method is very simple. The teacher merely recommends to those pupils who produce exceptionally good themes that the production be submitted to the Board of Editors. If the theme happens to have been read in class, the pupil should be asked then and there to submit it for publication. I remember the first time I tried this device. The author was a red-headed, freckled-faced, under-developed little boy only three months along in his high-school career. Quiet and unassertive, he was easily overlooked in the flocks of pupils which every English teacher has to shepherd. But on that morning he read in a monotonous voice so keenly satirical a treatment of a policeman's duties that the class laughed at every sentence. The request that he seek out the editor of "The Magpie" made even his freckled face flush with pleasure. The editor happened to be the son of a policeman. He consequently was much less sensitive to the literary merits of the satire than the class and the teacher had been. In fact, in a fatherly manner that was quite delicious he told the timid aspirant to the glory of print that it was pretty good, yes, very good, but it might be misunderstood. "The Magpie" owed a duty to its readers, and could not print articles that might mislead. But Grady thereafter wrote with a tenderer care for his diction. I saw

him last June in an automat restaurant. He came over to me at once. Among the first things he said was, "Oh, Mr. Miles, do you remember that piece about the policeman? Well, that kept me writing hard as long as I remained in school." Nor was Grady the only one. A half-dozen other boys began coming to me out of the class period for suggestions and conferences. Other teachers have told me of similar experiences. In some cases, the request to submit a happy chance to the editors has inspired a student whose indolence has obscured his ability to turn over a new leaf and write refreshingly for the rest of the term. In schools which are fortunate in their teachers, the effect may spread to larger groups in the school, from Senior to Freshman. In the second year we study the short story. About two years ago several girls asked one of the younger teachers to help them get into the school paper. He suggested a club—the Kit-Kat Club it was called. They read stories. They reviewed books of stories. They wrote and rewrote stories of their own. Some of them did break into print. They grew more ambitious. They started a partnership story. One girl wrote unaided the first installment. The scene was no less a resort than Palm Beach. The heroine bore no more homely a name than Alison Denbigh. Oh, yes, I forgot. The title was, "Alison Denbigh, Amateur Detective." Despite its childish romanticism and callow modernity, the first chapter was published in the magazine. Then the whole school was allowed to compete for the best continuation, and in the third issue for the best conclusion. The conclusion, you may guess, was quite different from the ending imagined by the originator. Such projects, I must confess, cannot be carried through without enthusiastic teachers. The teachers must maintain an interest in securing publication for worthy productions, or the effect of the school magazine will be confined to the narrow circle of students who serve on its staff. Teachers are interested in many different activities—one lives for amateur dramatics. Another spends every leisure moment in a colony of artists. A third is forever flitting to a dancing academy. A fourth is forever poring over socialistic literature and the

Russian novelists. Their heads are so full of a number of things that it is no overwhelming surprise that the literary efforts and the literary development of their pupils is of small concern. But with the enthusiastic teacher who has a love for literature and a sympathetic liking for his pupils the school periodical is a profound influence toward that active interest in composition which is essential to sounder and better English.

I once sought advice about founding a school periodical. My counselor dwelt on the many nights he toiled over manuscripts, dividing the wheat from the chaff, frequently pruning here and re-touching there, and then of the days at the printers, correcting galley proof or revising pages. He concluded with:

"Miles, if you haven't established a paper, my advice is, 'Don't.'" My counsel to-day is less direct: "If you are running it to advertise the school, if you are conducting it to give voice to rare literary and business ability, the venture is hardly worth while. If on the other hand you will develop initiative and a sense of responsibility in both your literary and your business staffs, if you will conduct the class room work so as to provide drill in types of real writing needed in its departments, if you will use its pages to encourage in the regular class room work writing with a purpose, then the venture will be eminently worth while. Then my counsel would be by all means establish and maintain a school periodical."

RECREATIONAL AND COMMUNITY ACTIVITIES FOR NIGHT SCHOOLS

Henry H. Goldberger, New York City

THE conditions under which foreigners live in this country are responsible for an isolation so complete that hardly ever does Americanizing influence reach the groups of foreigners segregated as they are in our Little Italys, Little Hungarys and Little Bohemias. The evening schools have done little to counteract the evil effects of such an isolation. In the schools the foreigners make few acquaintances and rarely a friend among the pupils or teachers. Under the orthodox organization of classes in evening schools neither the teacher nor the pupil has time for fraternizing. It is no wonder then that the foreigners' craving for fellowship is frequently satisfied by unsocial and anti-social agencies which find the foreigner an easy prey. Splendidly organized as the night school is for teaching, it fails completely to attach to itself the hundreds of thousands of non-English speaking aliens in our state, chiefly because it fails to make use of the foreigner's natural desire for companionship and for society. This condition is more serious when it is realized that there is among aliens a strong centrifugal force making for cliques and clans and preventing that process of assimilation which we call Americanization. Foreign propa-

gandists have been quick to take advantage of this condition and have sown seeds of discontent, of anarchy and of treason. Moreover, it is a pet delusion of the wilfully fatuous that somehow foreigners imbibe Americanism merely by learning English. In addition to giving instruction in English and informal civics, the evening school must be organized to reach the human being and to socialize him by creating a natural environment in which social instincts may find room for expression and in which the desire to communicate in English may function. Especially now with the war upon us must the evening schools become in fact the socializing institutions which our theorists say they are in principle.

The isolated and academic nature of evening school instruction is the prime cause for the relatively small attendance and for the exceedingly large mortality among our pupils. Their selfish ends are soon satisfied by a mere smattering of English. As a matter of fact, most of them get along very well without English in the congested neighborhoods of the cities. The school is the first institution on which the alien centers his hopes for a larger life than he has heretofore known. Through the school he expects to

find a ready means of admission into this larger American life of which he has dreamed. The first American institution to which the foreigner can attach his allegiance is the night school, but if the night school does not touch him, if it leaves him cold and unmoved in his allegiance, if it reaches his business but not his bosom, the foreigner must be left with the conviction that America is a cold and soulless place for warm-blooded human beings.

An experiment was tried last year in Public School 25, Manhattan, having for its purpose to create an organization and a social institution which would overcome the obvious defects of over intellectualization of evening school instruction. Briefly, the foreigner was to organize each class as a club, to elect officers of each club, and to create a general organization for the entire school, the officers of which were to be nominated by the representatives of the classes and elected by the members of the general organization in the school. Merely as an assembly the nominating convention was worth a wilderness of instruction in the procedure by which democracies elect their leaders. The tangible results of the general organization were greater than had been anticipated. Our usual experience has been that the attendance of foreigners gradually drops down from the highest point in the second week of instruction to the lowest point toward the end of the term, the graph taking the form of a toboggan slide. With the responsibility of conducting school activities thrown on the members and officers of the general organization, with the interest in the school greatly increased through the many activities initiated by the general organization, the attendance of the school took an upward turn and instead of losing classes as we had always done, we actually gained classes and pupils.

At the very outset the general organization proposed for its advertising value, that the school conduct a dance for the benefit of the pupils. The dance proved to be more than an advertising medium. It served to break up the little groups of foreign nations and to remove the prejudices that these groups had toward each

other. Moreover, our dances attracted to the school large numbers of pupils who otherwise had never overcome their inertia toward entering a school building. In addition the dance furnished excellent opportunities for the teaching of polite conversational forms.

Several other forms of social activities were suggested and carried out by this plan of placing the responsibility and the initiative on the pupils rather than on the teachers. Committees of foreign groups were formed to interest various volunteers in the work being done in night schools. A debating club gave opportunity to the loquacious and argumentative pupils in our midst. A demand for physical training was responsible for the organization of physical training classes. Some of the men desired to present a Christmas play and a Dramatic Club was formed for their benefit. Lectures were called for by a number of foreigners and their demands were satisfied by volunteer lecturers on biologic, historic and industrial topics. The interest in American songs, and particularly in war songs, was so great that a leader was obtained to conduct community singing. This proved so popular that for a while it threatened to swallow up most of the other activities.

The spiritual effect of this experiment can best be judged by noting the attitude of the pupils toward their work, toward their teachers and toward each other. They bring their friends and sometimes their entire families to school. They discuss their needs freely and give the teachers and principal valuable information on how we can be of service. They themselves are anxious to serve on committees to interest lodges, unions and clubs of foreigners. They must frequently be restrained from spending money for what they consider the good of the school. Measured in terms of such quantitative standards as register, attendance and low mortality, the general organization has proved an excellent administrative device for securing and holding such foreigners as come to us. So far-reaching has the result of co-operating with our pupils been that the Board of Education of the City of New York has permitted a fourth night of instruction on which the activities of the general organization may be emphasized.

CRITICISM AND RECOMMENDATION OF PUPIL TEACHERS

Elmer S. Redman, Ph. D., Superintendent of Schools, Port Chester, N. Y.

THE point of view of a superintendent of schools who visits a normal school for the purpose of selecting and engaging teachers, differs widely from the point of view of the principal of that school. The principal works, first and chiefly, for the good of his pupil teachers. The superintendent plans to benefit the children of his own schools. The principal trains teachers; the superintendent trains pupils. The principal criticizes to help; the superintendent criticizes to eliminate the unfit. The principal's mission is to promote the growth of all; to help the poor to become good; the good to become excellent; and the excellent to become superior. When visiting the normal school, the superintendent's problem is to find the superior and the excellent teachers, and to engage them for service in his own city. The true superintendent will, of course, do everything in his power to promote the growth of his teachers after the engagement while they are in service, but in their selection he must analyze their virtues and defects with cold blooded accuracy and engage such only as give promise of doing efficient work. Sympathy, pull, favor or prejudice—personal, sectarian, or political—must be entirely eliminated. Nothing but the best good of his pupils can be permitted to influence him in this duty in any way.

It is admitted, of course, that the normal principal because of his more intimate acquaintance with his pupils, knows the candidate much better than the visiting superintendent possibly can. Because of this obvious fact, some normal school people seem to think that the superintendent who, after a short superficial inspection of the teacher's work, and a few minutes conversation with her, sets his judgment against the opinion of the normal principal and his trained assistants is assuming almost intolerable arrogance. But, experience proves that the successful superintendent must sometimes do this very thing. The principal knows the pupil teacher at work in a small group, under close supervision, and with practically no individual initiative. The superintendent, if he possesses the

power of vision commensurate with his position, must see that teacher in charge of a large group, with little supervision, and with pupils of little sympathy, if not openly antagonistic, thrown entirely upon her own resources, discouraged, homesick, among strangers each one of whom, it seems to her, is concerned only in demanding the pound of flesh nominated in the bond. A pupil teacher in May at work among a group of sympathetic friends and associates, and that same person as a teacher the next September at work in a new community among critical strangers, is often a very different individual.

These facts, the superintendent must see and face. He understands the children of the grade where the teacher is needed. He must select his teacher to meet the needs of these children as they actually exist, here and now—not as the normal principal thinks they ought to be. "A primrose on a river's brink" may be a primrose and nothing more, but public school classes differ as individuals differ. A fifth-grade class is never the same as some other fifth-grade class. Every wise superintendent knows that that class often contains possibilities that will tax to the utmost the capabilities of even the well-trained normal graduate. Each class has peculiar needs, and the superintendent who lacks the wisdom to provide for these needs is failing in his most important work. A knowledge of the actual conditions of the class will outweigh the superior knowledge that the normal principal possesses of the candidate. These considerations make it necessary for the superintendent to visit personally the normal school and to use his own judgment in selecting his associates. These are a few of the reasons why the principal's choice of a teacher for a school may not be best for the pupils of that school, and why when a difference of opinion does occur, the superintendent's judgment should stand even against that of the superior wisdom and acquaintance of the normal principal.

But, how will the superintendent make his selection? Will he grab blindly in the dark? Will he be influenced entirely

as, it is said, some are, by a pretty face, stylish clothes and a vivacious manner, or will he attempt to analyze the candidate as a scientist would a specimen in the laboratory? The wise superintendent will, of course, acquaint himself to the fullest possible extent with the record that the candidate has made during her entire school course. He will consult the heads of the training department, and the critics, as well as the principal, but in the last analysis when the evidence is all in, he will reach his own conclusions and make his own selection. Either consciously or unconsciously this selection, if successful, should be made according to a criterion. For the present, let us assume that this criterion consists of the following eight qualities or characteristics:

1. Personality.
2. Habits of work.
3. Inspirational force.
4. Qualities of leadership.
5. Teaching power.
6. Professional spirit.
7. Common sense.
8. Scholarship.

Let us briefly discuss each of these in order.

I. Personality includes so much that it would require a whole chapter for adequate treatment. In a broad sense, it includes everything pertaining to a teacher, but let us limit it to the quality of the teacher's voice; to her practice of good manners, to her health, to the appropriateness and taste she shows in dress; to the charm and attractiveness of her face and figure; to her poise in meeting unexpected situations; to the frankness and tact shown in her relations with pupils, associates and official superiors. Last, but not least, let it appear in the possession of a saving sense of humor. It may be said that these qualities are inherited from parents or come as a gift from God. Even if we admit that an attractive personality is largely born, and not acquired, it is true that it is a most valuable asset, and its fortunate possessor commences the work of teaching under most happy auspices.

II. Habits of work, unlike personality, are always acquired. The promptness with which a teacher answers a business letter, or reaches the building; the accuracy, neatness and system with which she outlines her work or makes her re-

ports; the cheerfulness with which she meets her associates; the mastery of subject matter, and the forcefulness and thoroughness which she impresses upon her associates and pupils are elements of strength to her, and will, if copied, be worth much more than formal lessons to her pupils.

III. Inspirational force includes the power which some individuals possess to arouse the ambition of others; to provoke thought; to promote higher ideals in those with whom they come in contact. Such teachers find it easy to keep pupils in school; to secure home study without friction, and to have a hundred per cent. record in punctuality and regularity of attendance. Such records follow these teachers through the schools and from school to school. They inspire the desire to go on to college; to become a teacher, a nurse, a lawyer, a physician, or a man of affairs. The boys and girls after contact with these teachers are on fire with ambition to reach a higher plane of thought and of action. Every superintendent, while they are with him, and every pupil during his entire life calls them blessed.

IV. The qualities of leadership include disciplinary power. It means the ability to control without friction; to secure co-operation as the spontaneous good will of the pupils. This is largely a natural gift. Like great poets, great leaders are born, not made. The girl who organizes her playmates into a school and teaches them; the boy who marshals his chums into squads and drills them or forms them into teams for baseball or football and acts as their captain is a natural leader. When he becomes a teacher, he leads by divine right. No one ever thinks of questioning his authority. With a judicial temperament, poise and self-mastery, such a person leads pupils to self-control, personal growth, and eminent success.

V. Teaching power includes many of the qualities of successful leadership. But the successful teacher must be more than a leader. To natural ability must be added, by hard work, great power of concentration; expert skill in questioning; aptness in using illustrations from every appropriate field of knowledge; application of the psychology of the crowd and the ability to appeal to every avenue of

the soul to obtain and hold the attention, arouse the interest and secure the will of the pupils.

VI. Professional spirit which includes loyalty to one's duties, to one's pupils, to one's associates and official superiors, is harder to determine in the young teacher. Its existence, however, is necessary to success. It includes enthusiasm in the work of teaching, sympathy with the perplexing problems of the child; co-operation and team work with associates for the good of all; a willingness to receive and the ability to profit by criticism. It means that the teacher has a willingness to learn and the capacity for growth, and that the literature and the meetings of the members of her profession have for her a personal vital interest.

VII. Common sense to a reasonable degree upon the part of an educated person aspiring to be a teacher ought to be assumed. The experienced superintendent has learned, however, that no such assumption is safe. Every superintendent knows that most young teachers appear to have no sense of discretion in discussing school matters with all they meet. Often the landlady who rents the room, or the shop girl who sits at the same boarding house table knows more of school affairs from the teacher's point of view than does the superintendent. The community, the school officers, her associates, and the pupils are impartially served up for conversational dissection at every meal—morning, noon and night.

There are some persons too, comparatively only a few, however, let it be said in justice, graduates of our normal schools bearing the great seal of the state certifying to their fitness to teach our children, who do not know how to regulate their own personal conduct. The superintendent sometimes sees the bright, gifted young teachers of his corps receiving attention from young men—sometimes even pupils of the schools—who if caught in his own home would be assisted to the exit with a number nine shoe. Why should not a young woman be taught to regard a business letter, or a business contract with some slight degree of reverence? Why should not common sense prevail in selecting or changing boarding places, in meeting the parents of children, and in performing

those duties pertaining to teaching which differ in various communities? There are duties which never have been and never can be nominated in the bond, but which every community expects and exacts of its teachers. Teachers, as a class, particularly after a little experience, do meet all reasonable requirements along these lines, but there are always enough in every corps to keep the superintendent from regarding his job as a sinecure.

VIII. Scholarship which includes the breadth, thoroughness, and accuracy of the teacher's knowledge, has in this catalogue of virtues purposely been left to the last. This has been done not because it is least in importance, but because it can generally be assumed to be adequate. The normal graduate is, as a rule, well prepared in subject matter to teach in the elementary school, but the few exceptions when discovered are glaring. Sometimes such persons try to teach geography without knowing the causes of the change of seasons, or arithmetic without the ability to add accurately. From all such the superintendent prays the good Lord to deliver him, and to insure such deliverance, he must personally know that the candidate's scholarship is adequate. More than this, the candidate should show an ability to grow in intellectual power. She should possess some knowledge of literature, art, music, current events, and the prevailing customs that pass current in our best American homes.

The conditions as thus prescribed are high. They mean that the teacher should be in sympathy with her work and be well prepared to meet its exacting demands. That the great majority of the teachers of the state do meet the demands thus briefly outlined reflects great credit upon the institutions which train them. The spirit of sympathy and co-operation between superintendents and normal principals is increasing every year. Everywhere we see evidence that the great state institutions are willing to take suggestions from an ordinary superintendent. To a greater degree than ever before the normal principal of to-day actually knows many of the needs of the schools in the congested districts of our cities and, best of all, he is willing to learn more. This is one of the most hopeful signs of the times.

EDITORIAL

George P. Bristol

LOOKING FORWARD

IN the March number of "Scribner's Magazine," Winston Churchill, under the title, "A Traveler in War-time," writes of the changes in English life brought about by the war. Mr. Churchill has already shown in his novels, notably in "The Inside of the Cup" and "The Dwelling Place of Light," a keen insight into the great changes in popular feeling and thinking which are going on here in our own country. He may be trusted as a reporter of the spirit which is now remaking England. The most interesting part of this paper is his description of the beginning of some political education for a group of wounded soldiers in a hospital. It was all quite informal. The convalescents were gathered in the "amusement room," and the leader tried to get them to debating with himself and themselves. It was slow work, but finally, I quote the author's words, "The debate had been guided to the very point where from the first he had intended to guide it—to the burning question of our day—education as the true foundation of democracy. Perhaps, after all, this may be our American contribution to the world's advance."

And this purpose, to make our education a true foundation of democracy, is held firmly by all of us engaged directly in the work, and by all interested as citizens in the great problem. So far this is a matter of general agreement. But when we come to the details of this scheme of education which shall bring us to the desired goal, we find many different and often conflicting ideas about them. There are differences about the content of education and about the organization and management of our schools. Some of these differences have been plain during the last year and especially in New York state. It may be worth while to think about two of them, while keeping in mind the great ultimate purpose of all our education, and the special obligation now resting on America.

First, there is the ever-recurring diffi-

culty, a trouble as old as democracy itself—unwillingness to trust the expert, to follow the advice of those who have made special study of a subject. This is particularly true when that advice runs against the long standing habits of a community or touches the purses of its members. In New York state this last year we have had an excellent example of the difficulty involved in changing old conditions, even when the desirability of change has been quite generally acknowledged. But we have made progress. This is clear in the provision of the uniform education law for the cities of the state that the superintendent of schools must in the future be a man specially trained for his position. In passing this law, the legislature recognizes and adopts the principle of expert guidance in one of our most important social organizations. Another law provides special classes for children retarded in mental development. Of course, the fact of such retardation is to be established by the application of special tests under the direction of experts in the field. Another extension of the compulsory education law is a limitation of the right of parents, or other than experts, to decide the amount of schooling necessary for children. To each of these definite measures there is and will be opposition, but the vital principle is established, and that fact is of very great importance.

Another matter in dispute is the question of the absolute freedom of a social group. Here we are dealing with one of the strongest sentiments in our history as a people. The pure democracy of an early settlement has been continued in New York state almost exclusively in the rural district as a unit for school administration, but our cities also have been up to last year very largely free to do each as it chose in school matters. In both "The Cities Law," and "The Township Law," there is a limitation of the absolute freedom of a community in managing its schools. After all, this is but one form of the limitations on individual and group freedom which are absolutely essential to any government. As

individuals our actions are limited by the rules of conduct prescribed by the locality in which we live, as well as by the rules prescribed by the state. The local communities are limited in turn in their collective action by the regulations of the state. The state itself is restricted in liberty of action in all matters belonging to the national government.

The opposition to the Cities Law came largely from places which wished to retain features of their former systems which were, in the judgment of men knowing the facts and the faults, and knowing also what the best educational practice called for, bad features and detrimental to the best interests of the children. Fortunately, these objections to the new law did not win in the struggle, and we have for the first time something like a consistent system throughout the state.

The opposition to the Township Law involved a definite principle, namely the unit for educational organization and administration. Here again were involved the strong individual tendency of the country districts, and the lack of willingness to accept expert judgment. The various items of complaint and the various causes for opposition may, perhaps, be reduced in principle to these two. This question of the unit in administration is an important one, and affects many institutions besides the schools. Our general tendency toward larger units for administration purposes has been manifested for the last quarter of a century. The state and the nation are doing things now (I am not thinking of war measures), which would hardly have been expected a generation ago.

It is a well established principle that education is a function of the state. Our experience has shown clearly that it cannot be left with safety to local control, and yet neither in England or in the United States is local control thoroughly abrogated. Schools are controlled partly by the towns and cities of the state, but they act in the business of education as the agents of the state. It seems likely that the state will, in the future, be compelled to take a steadily increasing amount of school administration,

just as it is taking a steadily increasing amount of regulation and administration in other social activities. Conditions of efficiency seem to demand this change.

But it is not the state alone that is playing a larger role in educational matters. Our national government last year took a step of the greatest importance in the passage of the law granting Federal aid for vocational education in agriculture and trade, and for training teachers in these fields. Almost unnoticed amid the great undertakings of our national government during the last two years, this legislation is significant of a movement which may go much further in developing national control of education than is now thought of. To be sure, this aid is not extended directly to schools, but indirectly through the educational departments of the various states, but the Federal government in this way assumes a relation to the schools in each state somewhat analogous to the relation of the state government to the cities and towns within its borders. Each city or town organizes its own schools and raises most of the money for their support. The state contributes from its funds and exercises a direct supervision. The national government contributes Federal funds to the states for use in their schools, and also exercises a direct control through supervision. It seems evident that this great movement involves questions in our theories of government of far-reaching importance.

But one thing is certain, and about it we can have no difference of opinion. The underlying aim in all these changes in our educational management is the extension and equalization of opportunity. Before the conviction that equality of educational opportunity throughout our whole country is a matter of prime importance, all other time-honored theories of local independence and of individual or group freedom will disappear. We may certainly be hopeful. We may look forward with confidence, seeing as the end of all our efforts the realization of that fine statement of Commissioner Draper, which now stands fixed in bronze beneath his figure on the wall of the Education Building at Albany, "An Opportunity for Every Child."

STATE DEPARTMENT OF EDUCATION

Hiram C. Case, Chief of Administration

THE following dates have been fixed by President Finley for Arbor Day: Third Friday in April—Long Island and counties of Southeastern New York, including the counties of Putnam and Dutchess.

First Friday in May—Northern New York, including the counties of Warren, Hamilton, Herkimer, Lewis, Jefferson, St. Lawrence, Franklin, Clinton, Essex, and the Catskill region in the counties of Ulster, Delaware and Greene.

Fourth Friday in April—All of New York not included in districts 1 and 2.

ANNOUNCEMENT

It is evident that the demand for the release of high-school pupils for farm work will be more urgent this year than last year.

The following statement of conditions that should govern the releasing of pupils for farm service has received the approval of the Regents of the University:

1. Pupils should be released only in accordance with the compulsory attendance law.
2. No pupil should be released until it has been determined by a careful physical examination that he is physically capable of doing the work proposed.
3. No pupil should be released for this service whose general characteristics are such as to make it improbable that he will be able to render any real service.
4. No pupil should be released with the expectation of getting school credit on certificate unless he has maintained class standing, up to the time of his release, of at least 75% in each subject for which such credit is to be awarded.
5. Pupils should not be released for farm service until such time as the beginning of farm work in the spring makes such service necessary. This will depend much on the weather.
6. Before pupils are released, provision should be made for competent supervision of the released pupils during their entire period of service. Such supervision should have regard to:

Moral influences and sanitary conditions of the place where they are employed.

Suitableness of work proposed for the individual.

The hours of labor.

Remuneration to be received.

Length of term of service.

7. While pupils are in such farm service, weekly reports should be exacted, and, if possible, weekly assembling of all the pupils in such service within a district under a common supervisor.

Local school authorities should give this matter careful consideration with a view of perfecting, in advance of the time when pupils will be released, an organization for putting these regulations into effect.

The Colorado School of Mines offers a free scholarship to one pupil in New York state to be designated by the Education Department. Any high-school pupil who meets the requirements for admission to this institution and who is interested should make application to the Education Department for the scholarship not later than May 1, 1918, stating in the application what secondary school or schools he has attended in New York state, what course of study he has pursued and any other statements that he wishes to make about himself.

No pupil should make the application until he has corresponded with the Colorado School of Mines and learned exactly the requirements for admission, the benefits to be derived from the scholarship, expenses that he will be obliged to incur outside of tuition, etc.

As the soil, however rich it may be, cannot be productive without culture, so the mind, without cultivation, can never produce good fruit.

As storm following storm, and wave succeeding wave, give additional hardness to the shell that encloses the pearl, so do the storms and waves of life add force to character.

A TEACHER'S PRAYER

Lord, let me ever mindful be
Of all Thy love and care;
May it inspire the grace in me
To love, forgive, forbear.

And unto me, from hour to hour,
Vouchsafe the strength I need,
The poise, and sweet, unconscious power
To win, to hold, to lead.

Let me such pattern ever be,
Such source of virtues bright,
That they whose faith I've won to me,
Walk ever in the light.

Forbid that my poor light should shed
One false, misleading ray,
That any, by my foot-prints led,
Should ever go astray.

Great Teacher, let Thy graces fall,
A mantle upon me,
That hearts, within my constant call,
Shall know, I walk with Thee.

O, give me vision, far and high,
That I may broadly teach,
And better help the young to try
What lies beyond their reach.

Let Liberty inspire my theme,
My precept, and my song;
Her Light for future millions gleam,
Her Right disarm the wrong.

Let me, with patience, win the heart,
That I may wake the mind
To seize the truths that I impart,
And keenest pleasures find.

Remove the frown, that frets my face,
The acid, from my heart;
Let not my weaknesses displace
The magic of my art.

Preserve to me the love, the joys,
That ring my work about,
And help me lead my girls and boys,
Dear Lord, till school is out.

—*Charles E. White.*

By permission of Author.

R. A. SEARING.

How Children Learn. By Frank N. Freeman. Cloth, xiv-322 pp. Price \$1.60. Houghton Mifflin Co., Boston, New York, Chicago.

This new contribution by Professor Freeman attempts to discuss those important phases in the child's mental growth which, though not especially connected with any particular school subjects, must be clearly understood by the teacher. The entire treatise is markedly different from "pure psychology," and is remarkably adapted to professional uses. The subject matter includes such expected discussions as relate to the nervous system and the instinctive powers, as well as very important chapters on such matters as speech, acquiring skill, problem-solving, transfer of training, and mental hygiene. The book will commend itself to the interested teacher and may well be used for courses in educational psychology.

L. A. PECHSTEIN,
University of Rochester.

The Teaching of English in the Secondary School, by Charles Swain Thomas, A. M., head of the English department in the Newton High School. Houghton Mifflin Co. Pp. xvi-365. Price, \$1.60 net.

A fresh and stimulating book on high-school English from the point of view of a successful teacher is this volume, stated in the author's preface to be the outcome of a course given by him in the Harvard Summer School. The guiding principles of the method are two: that English may and should be the medium for general training in clear thinking and right feeling, as well as a mere drill in the correct use of language; and that the English work in a high school must be closely co-ordinated with the work of other departments. There is a pleasing absence of pedagogical fads and extreme views. An abundance of practical teaching hints and a large list of composition topics enrich the pages. Particularly helpful is the chapter on the problem of outside reading. Inasmuch as the book is based upon the present much enlarged list of recommended books now on the college entrance list, it will be more directly useful to teachers than several excellent volumes on high-school English issued some years ago.

Digitized by  JOHN R. SLATER.

BOOKS RECEIVED

- SINAGNAN, L. "A Foundation Course in Spanish." Cloth, x-278 pp. Price, \$1.00. The Macmillan Co., New York.
- KINGSLEY, CHARLES. "The Water-Babies." A fairy tale for a Land-Baby. Cloth, illustrated, 330 pp. Price, 40c. The Macmillan Co., New York.
- HOUGHTON, FREDERICK. "Lessons in English for Foreigners in Evening Schools." First book, cloth, illustrated, 150 pp, price 40c. Second book, cloth, illustrated, 180 pp, price 52c. American Book Co., New York, Cincinnati, Chicago.
- IRVING, WASHINGTON and BROWER, JOSEPHINE V. "Tales from the Alhambra." The Riverside series. Cloth, xiii-192 pp. Price, 44c net. Houghton, Mifflin Co., Boston, New York, Chicago.
- CROWNFIELD, GERTRUDE. "The Little Tailor of the Winding Way." Cloth, illustrated, viii-132 pp. Price, 60c. The Macmillan Company, New York, Boston, Chicago.
- KENYON, ALFRED MONROE and LOVITT, WILLIAM VERNON. "Mathematics." For collegiate students of agriculture and general science. Cloth, illustrated, vii-357 pp. Price, \$2.00. The Macmillan Company, New York, Boston, Chicago.
- ESPINOSA, AURELIO M. "G. Martínez Sierra's Teatro de Ensueño." Cloth, xvii-108 pp. Price, 50c. World Book Company, Yonkers-On-Hudson, N. Y.
- COBB, ERNEST. "Garden Steps." A manual for the amateur in vegetable gardening. Cloth, illustrated, 238 pp. Price, 60c. Silver, Burdett & Co., Boston, New York, Chicago.
- FULMER, GRACE. "The Use of the Kindergarten Gifts." Cloth, illustrated, xii-232 pp. Price, \$1.30 net. Houghton Mifflin Co., Boston, New York, Chicago.
- ANDRESS, J. MACE. "The Teaching of Hygiene in the Grades." Cloth, xii-177 pp. Price, 75c net. Houghton Mifflin Co., Boston, New York, Chicago.
- PERKINS, LUCY FITCH. "The Belgian Twins." Cloth, illustrated, 200 pp. Price, 60c net. Houghton Mifflin Co., Boston, New York, Chicago.
- SWIFT, WALTER BABCOCK. "Speech Defects in School Children and How to Treat Them." Cloth, ix-129 pp. Price, 75c net. Houghton Mifflin Co., Boston, New York, Chicago.
- DONIAT, JOSEPHINE. "Blüthgen's Das Peterle von Nürnberg." Cloth, illustrated, xix-183 pp. Price, 40c. The Macmillan Co., New York.
- BARDIN, JAMES. "Leyendas Históricas Mexicanas." Cloth, maps and illustrations, xix-181 pp. Price, 80c. The Macmillan Co., New York.
- BEST, SUSIE M. "Glorious Greece and Imperial Rome." Cloth, illustrated, xi-225 pp. Price, 60c. The Macmillan Co., New York.
- WEED, HENRY T. "Chemistry in the Home." Cloth, illustrated, 385 pp. Price, \$1.20. American Book Co., New York, Cincinnati, Chicago.
- WEED, HENRY T. "Laboratory Manual of Chemistry in the Home." Paper, loose-leaf, 92 exercises and 20 supplementary formulas. Diagrams. Price, 44c. American Book Co., New York, Cincinnati, Chicago.
- LEWIS, WILLIAM D. and HOSIC, JAMES FLEMMING. "Practical English for High Schools." Cloth, 415 pp. Price, \$1.00. American Book Co., New York, Cincinnati, Chicago.
- ESPINOSA, AURELIO M. and ALLEN, CLIFFORD G. "Elementary Spanish Grammar." Practical exercises for reading, conversation and composition. Cloth, illustrated, 367 pp. Price, \$1.24. American Book Co., New York, Cincinnati, Chicago.

Lecture Charts and Slides, Stencils and Booklets

for

Teaching Agriculture in Schools Simple, Practical, Impressive

Successful Teaching of Agriculture Assured.
Send 10 cts. in postage for samples of booklets.

Agricultural Extension Department

INTERNATIONAL HARVESTER COMPANY of N. J.

Harvester Building, Chicago

March decides September location for many teachers, and it is mainly through *Recommendation* agencies that all kinds of places can be quickly and quietly filled.

Boards and superintendents looking to an agency that will RECOMMEND candidates, gain time and patience by such dependence, knowing they will receive applications which it is worth while to consider, or be frankly informed when the agency cannot offer the desired teacher.

The best exchange for teachers and places is the agency which has been so long established as to know pretty accurately the needs of both.

THE SCHOOL BULLETIN TEACHERS AGENCY

— C. W. BARDEEN, MANAGER —

313-321 East Washington Street, SYRACUSE, NEW YORK

Superintendents Principals, Teachers and Supervisors

**When you write or call upon our Advertisers
you will do a kindness both to them and to us,
if you will mention**

“THE JOURNAL”

**someway in your inquiry—a kindness to them,
because they like to have the evidence that “THE
JOURNAL,” in which they carry their advertising,**

**IS RECEIVED AND USED BY BUYERS
WHEN SELECTING THEIR SCHOOL
BOOKS, MATERIALS AND SUPPLIES—**

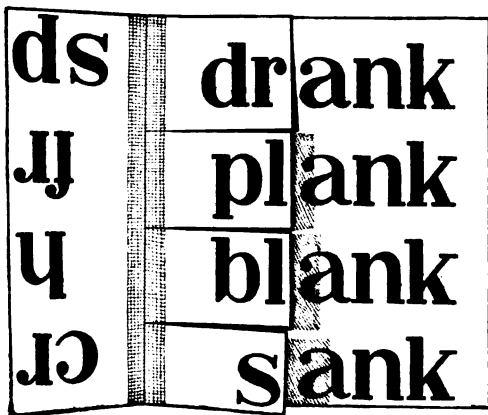
**and to us because “The Journal” will then be
getting due credit for service rendered.**

N W YORK STATE TEACHERS' ASSOCIATION

A New Help for Primary Teachers

EMBECO PHONETIC DRILL CARDS

Designed to assist the teacher by providing material for drill necessary to fix the common phonograms in the pupil's mind



The phonograms are printed on cards 8 x 8 inches, with letters one inch high, which are easily read from all parts of the room. To each phonogram card two smaller sections are hinged, bearing consonants and letter combinations for forming complete words. The large card and hinged strips are printed on two sides, providing for the formation of sixteen words on each card. The hinged sections are marked in such a manner that the teacher may cut them if desired, and thus show one word at a time. Each word combination has a key on the opposite side so that the teacher knows without turning the card whether the answer is correct.

Twenty cards, neatly packed in cardboard box, forming three hundred and twenty word combinations.

Price, per box, \$1.50; mailing weight, 2 lbs.

MILTON BRADLEY COMPANY, SPRINGFIELD, MASS.

ATKINSON, MENTZER & COMPANY

are pleased to announce the early publication of the

INDUSTRIAL AND APPLIED ART BOOKS

Edited by

ELMER E. BUSH and FLORENCE REID BUSH

Assisted by the

ADVISORY EDITORIAL COMMITTEE:

WALTER SCOTT PERRY, FLORENCE H. FITCH, WALTER SARGENT
and DR. FREDERICK G. BONSER

The Applied Arts Summer School, Chicago, Ill.

INCORPORATED UNDER THE LAWS OF THE STATE OF ILLINOIS

JUNE 29 TO JULY 20, 1918

BOSTON

NEW YORK

CHICAGO

ATLANTA

New York Address, 36 East 21st Street

Edw P 37712.10

The Journal

of the New York State
Teachers' Association



Published Monthly at Rochester by
The New York State Teachers' Association

April, 1918

The Journal

of the New York State Teachers' Association

Published monthly by the New York State Teachers' Association on the 15th day of January, February, March, April, May, June, October and November, at 5 South Water Street, Rochester, N. Y.; A. G. BROOKS, Publisher.

EDITORIAL COMMITTEE: GEORGE M. FORBES, University of Rochester; GEORGE P. BRISTOL, Cornell University, Ithaca; RICHARD A. SEARING, North Tonawanda.

Entered as second-class matter at the Post Office, Rochester, N. Y., February 17, 1914.

CHANGE OF ADDRESS. Members of the Association and subscribers should notify the Secretary, Richard A. Searing, North Tonawanda, promptly of any change of address.

COMMUNICATIONS should be addressed to the Secretary, Richard A. Searing, North Tonawanda.

SUBSCRIPTION PRICE for the JOURNAL to all who are not members of the New York State Teachers' Association is \$1.50 per year, eight issues. Postage is prepaid.

ADVERTISING. Application for advertising space and rates should be made to the Publisher, A. G. Brooks, 5 South Water Street, Rochester.

NEW YORK STATE TEACHERS' ASSOCIATION

Officers, Nineteen Hundred Eighteen

President—HERBERT S. WEET, Rochester.

Vice-President—MISS MARTHA VAN RENSSALEAR, Cornell University, Ithaca.

Secretary—RICHARD A. SEARING, North Tonawanda.

Treasurer—W. H. BENEDICT, Elmira.

Executive Committee: Terms expire in 1918—JUDSON S. WRIGHT, Falconer; A. R. BRUBACHER, Albany. Terms expire in 1919—DR. A. C. THOMPSON, Brockport; HOWARD G. BURDGE, Wellsville. Terms expire in 1920—MRS. ROSE MINNICK, Glens Falls; C. EDWARD JONES, Albany.

Ex-Officio Members—President HERBERT S. WEET, Secretary RICHARD A. SEARING, Treasurer W. H. BENEDICT.

Committee on Teachers' Welfare—Chairman, DR. THOMAS D. WOOD, Columbia University, New York City; DR. CLINTON McCORD, Albany; HENRY D. HERVEY, Auburn; Miss E. M. BUTCHER, Syracuse; Miss RUTH M. JOHNSTON, Port Leyden; Miss ADA M. GATES, Buffalo; Miss MARY E. RAE, Syracuse; DR. A. R. BRUBACHER, Albany; EDWARD F. BROWN, New York City.

Committee on Legislation—FRANK D. BOYNTON, Chairman; A. R. BRUBACHER, C. EDWARD JONES, JAMES WINGATE, MRS. ROSE MINNICK.

SECTION CHAIRMEN—1918

Classical Section—Pres., GEORGE D. KELLOGG, Union College, Schenectady; *Commercial*—Pres., G. M. YORK, State College for Teachers, Albany; *Elocution*—Pres., H. M. TILROE, Syracuse University; *English*—Pres., A. B. SIAS, West High School, Rochester; *Evening Schools and Americanization (Evening School and Immigrant Education Sections combined)*—Pres., W. C. SMITH, State Education Dept., Albany; *Fine, Industrial and Household Arts*—HARRY W. JACOBS, Buffalo; (a) *Fine Arts*—Vice-Pres., EUNICE PERRINE, State College for Teachers, Albany; (b) *Household Arts*, Vice-Pres., MARION VAN LIEW, State College for Teachers, Albany; (c) *Industrial Arts*—Vice-Pres., ALFRED BINGHAM, 192 Waverly St., Buffalo; STEWART F. BALL, Buffalo; *History Association*—Pres., EDWARD P. SMITH, High School, North Tonawanda; *The New York State School Hygiene and Physical Education Association, meeting as a section of the New York State Teachers' Association*—Pres., LAWRENCE S. HILL, 815 Myrtle Ave., Albany; *Kindergarten*—Pres., EDITH GRAVES, Fredonia; *Lil Section*—Pres., DR. JAMES V. STURGES, State Normal School, Geneseo; *Mathematics*—Pres., I. ARNOLD, State Education Dept., Albany; *Modern Language Association*—Pres., DR. JONAS, New City; *Music*—Pres., INEZ FIELD DAMON, 834 Union St., Schenectady; *Normal and Training School*—Pres., GRANVILLE B. JEFFERS, President, Training School, Schenectady; *Penmanship*—Pres., E. BENBOW, Schenectady; *Primary*—Pres., LUTHER N. STEELE, Canandaigua; *Rural Section*—Pres., M. B. FURMAN, East Rochester, 2nd Dist., Monroe Co.; *Section of New York State Common School Principals and Teachers*—Pres., NATHANIEL G. WEST, School No. 6, Poughkeepsie; *Science Section*—Pres., B. O. BURGIN, Albany High School; *School Administration*—Pres., S. WILLIAMS, Hudson; *Subnormal and Backward Children*—Pres., LEILA MARCH, Rochester; *N. Y. State Science Teachers' Association*—Pres., H. A. GARDNER, School, Rochester; Sec.-Treas., E. E. FORD, West High School, Rochester.



Redrawn from *Chicago Examiner*

FOOD PROBLEMS

By A. N. FARMER, Superintendent of Schools, Evanston, Ill., and JANET R. HUNTINGTON, State Department of Public Instruction, Wisconsin

This book strikingly illustrates the meaning of food waste and in a wealth of arithmetic problems for the sixth, seventh, and eighth grades teaches food facts and figures that may mean victory or defeat.

27 cents, list price, or 20 cents, net, to boards of education, teachers, and schools, carriage extra.

A STUDY OF FOODS

By RUTH A. WARDALL, University of Iowa, and EDNA N. WHITE, Ohio State University.

The increased cost of living makes this book especially desirable, not only as a text in domestic-science courses, but also as a correlative work with courses in chemistry, physiology, and physics. It presents the subject of food in a simple, concise, and readable manner which gives a knowledge of the elements of foods, of the effects of heat upon them, of methods of manipulation, and of comparative value and cost of commercial and domestic products. **Illustrated, 70 cents.**

GINN AND COMPANY

70 Fifth Avenue



NEW YORK

SYRACUSE UNIVERSITY SUMMER SESSION July 8th—August 16th

GRADUATE, COLLEGE, and ELEMENTARY COURSES

Physical Education and Home Economics: Additional work for advanced students.

Methods of Teaching Secondary School Subjects as practiced in the most modern schools: Oral English, English, Mathematics, etc. Teaching staff includes heads of departments from larger high and normal schools as well as members of regular faculty.

Spanish, Conversational French, World History, South American Relations, etc., to meet present demands.

Pedagogy: Courses to meet requirements of the State Teachers' Examinations for college graduates.

Fine Arts Courses, Painting, Drawing, Design, Vocal Music, Instrumental Music, Methods.

TUITION, \$25.00

BOARD AND ROOM, FROM \$7.50 A WEEK UP

For further information, write to
M. ELLWOOD SMITH, Director

GREGG SHORTHAND

IS INDORSED BY

75%

of the Boards of Education in the United States whose high schools teach shorthand.

Send for the "Progress of the Shorthand Reform"—free

THE GREGG PUBLISHING COMPANY
NEW YORK CHICAGO SAN FRANCISCO

The Coolest Summer School EAST OF THE ROCKIES

The University of Vermont Summer School
BURLINGTON-ON-CHAMPLAIN
JULY 8th TO AUGUST 16th

A SCHOOL FOR TEACHERS—including courses in French, Spanish, German, European and Latin-American History, Physical Training, Music and Expression.

For information address
J. F. MESSENGER, Director, BURLINGTON, VERMONT.

SUPERINTENDENTS, PRINCIPALS, TEACHERS AND SUPERVISORS

Do You Read the Advertisements?

If not, you Are Missing
GOLDEN OPPORTUNITIES

The Advertisers who use the JOURNAL do so BECAUSE they know that most, if not all of our readers, are directly interested in the purchase of School Books, Material and Supplies.

Benefit Yourselves by Benefitting
the Advertiser

Mention the Journal

N. Y. STATE TEACHERS' ASSOCIATION

APRONS

for MANUAL TRAINING
AND
LABORATORY

SEND FOR BOOKLET

Describing our SHOP AND
LABORATORY CLOTHES.

Instructors' Aprons Grats with
Orders for Schools.

Address THE P. C. GOODRICK CO.,
Fond Du Lac, Wisconsin

BUY A LIBERTY BOND

— YOU TAKE NO RISK —

Third Liberty Loan

INTEREST AT 4 1-4%

HELP WIN THE WAR

CORNELL UNIVERSITY The Twenty-Seventh **SUMMER SESSION**

JULY 8th-AUGUST 16th

offers to teachers the same advantages which in the last twenty-five years proved so acceptable; a complete university plant, with ample libraries, laboratories, shops, gardens and farms. The situation, in the beautiful lake country, gives unique opportunity for study in field, forest and stream, or for out-of-door life. The main lines of instruction, covering nearly all subjects of school curricula, will be continued. Special attention will be given this year to French language, literature, history and services to civilization, to Spanish with its increasing importance in commerce. Two new courses will treat problems of government and the American political party system. The production and conservation of food will receive attention.

Full Announcement on Request. Address Director of Summer Session, Ithaca, N. Y.

Phenomenal Progress in the Reformation of American Penmanship **THE PALMER METHOD** EMBODIES THE RIGHT MECHANICS AND PEDAGOGY OF PRACTICAL HANDWRITING THE INSTRUCTIONS ARE SELF-TEACHING

The *Palmer Method* has become the standard throughout America because it produces satisfactory results. The *Palmer Method* has already "made good" in New York, Boston, Philadelphia, Chicago, St. Paul and scores of other big cities. Moreover, it has proved as feasible in rural schools as in city schools. Our regular \$10.00 Normal Course by Correspondence *free* to teachers whose pupils are supplied with individual copies of *Writing Lessons* for first and second grades, or of the *Palmer Method Manual* for third grade and above. We have trained 150,000 elementary school teachers free to demonstrate common-sense, muscular-movement writing skillfully and teach it successfully. **THE PALMER METHOD MANUAL**, single copy, 25c postpaid.

THE A. N. PALMER CO., 30 Irving Place, N. Y.; Palmer Bldg., Cedar Rapids, Ia.; 120 Boylston St., Boston, Mass.; Widener Bldg., Phila., Pa.; 32 S. Wabash Av., Chicago, Ill.

What is the Use

of a child's knowing how to
spell words in lists if he can't
spell them in sentences?

THE MERRILL SPELLER

teaches him how to spell words in
context, and furnishes helps and
devices to insure correct spelling.

Book I, for grades III-V

Book II, for grades VI-VIII

Complete for grades III-VIII

CHARLES E. MERRILL COMPANY

432 Fourth Avenue, NEW YORK



Courtis Standard Practice Tests

This is what Mr. Joseph P. O'Hern, Assistant Superintendent of Schools, Rochester, New York, says in the March issue of the *JOURNAL*:

"Whether a larger expenditure of time in the fundamental operations in the lower grades would seem necessary for the results of this one test is a question. The deciding feature should be how well the work is done rather than how much time is taken. In all probability too much time is taken in some cases and too little in others. Some pupils and some groups need more time and some pupils and other groups less time. Of this the teacher must be the judge save where a test clearly proves the direct necessity of a definite course of action."

COURTIS PRACTICE TESTS give just the right amount of drill to individual pupils. Let us quote prices for supplying your school.

WORLD BOOK COMPANY

Yonkers-on-Hudson, New York

BUY W. S. S.—THRIFT STAMPS



TEACHERS' AGENCY DIRECTORY

The following is a reliable list of Teachers' Agencies to whom superintendents of schools and school board members may apply at any time for the filling of any position.

KELLOGG'S AGENCY, 31 UNION SQUARE, NEW YORK

HAS BEEN ESTABLISHED 25 YEARS.

This agency makes a constant search for high grade teachers and recommends with care. Only superior teachers are accepted. Teachers are supplied all the year round. If you need a good teacher or know where one is wanted, send particulars. THE ACTIVE, GENEROUS WORK OF THIS AGENCY HAS SATISFIED THOUSANDS OF TEACHERS.

Interstate Teachers' Agency

501-503 Livingston Building,
ROCHESTER, N. Y.

The manager of this agency has had twenty years' experience as teacher and superintendent of schools, and ten years' successful experience as manager of a rapidly growing agency. He personally selects and recommends candidates with care. The success of this agency is vouched for by many of our best superintendents, college presidents and normal school principals. Send for circular.

T. H. ARMSTRONG, Proprietor.

The Reed Teachers' Agency

641 University Bldg., SYRACUSE, N. Y.

Known for ten years as a *Discriminating Agency*. Recommending candidates on a basis of *fitness* as well as *ability*. Every recommendation from this agency is based on knowledge and judgment.

H. E. REED, Manager.

HARLAN P. FRENCH, President

WILLARD W. ANDREWS, Secretary

ALBANY TEACHERS' AGENCY, Incorporated

Supplies Schools of All Grades with Competent Teachers.

Assists Teachers in Obtaining Positions

We receive calls for wide-awake and progressive teachers from every State in the Union, and we want more such teachers upon our lists.
NOW IS THE TIME TO REGISTER SEND FOR BULLETIN 81 Chapel Street, Albany, N. Y.

Albert TEACHERS' AGENCY

25 E. Jackson Blvd., Chicago.

"Teaching as a Business," with chapters on War, Salaries, etc., sent free. Thirty-third year. Register in four offices with one fee. Branch offices—
New York: 437 5th Ave. Denver: Symes Bldg. Spokane: Poyten Bldg.

CLARK
TEACHERS
AGENCY
28TH YR.

FOR A SINGLE FEE YOU JOIN ALL OFFICES

CHICAGO STEINWAY HALL	NEW YORK FLATIRON BLDG.	BALTIMORE MUNSEY BLDG.	KANSAS CITY, MO. N.Y. LIFE BLDG.
ST. PAUL EXCHANGE BANK BLDG.	CHATTANOOGA, TENN. TEMPLE COURT	SPOKANE WASH. CHAMBER OF COMMERCE BLDG.	

NO EXTRA CHARGE

Oldest
Chicago
Agency

Brewer Teachers' Agency
The Auditorium, Chicago
A generation of Safe Successful Service

THE SCHOOL BULLETIN TEACHERS AGENCY REGISTERS TEACHERS FROM PRACTICALLY EVERY TOWN IN NEW YORK and has filled 4480 VACANCIES IN THE STATE

YEAR-BOOK AND 1918 MANUAL MAILED ON REQUEST

APPLICATIONS FOR TEACHERS GIVEN PROMPT ATTENTION

C. W. BARDEEN

SYRACUSE, NEW YORK

TEACH REAL PATRIOTISM

By means of a book which is

ENDORSED BY THE HIGHEST AUTHORITIES

"I have read Long's *American Patriotic Prose* with interest, and in my opinion it is admirably adapted for its purpose, namely, to cultivate a warm and intelligent love of country among our American students. Professor Augustus White Long has done his work as editor and commentator with his usual thoroughness and skill."—*Henry van Dyke, Former Minister to Holland.*

"I admire the courage with which the author has used selections from the writings of both the dead and the living; but I admire, too, his instinct in selection. It does not need guidance from the verdicts of history. I hope you will succeed in introducing this book for extensive use in American schools."—*Charles W. Eliot, President Emeritus, Harvard University.*

"It seems to me the book should prove of very great value for school work."—*Josephus Daniels, Secretary of the Navy.*

"The book is timely and the selections so well chosen and so imbued with the real American spirit that it would be well for our country if it should find instantly a large place in our American schools."—*Harry F. Covington, Professor of English, Princeton University.*

LONG'S AMERICAN PATRIOTIC PROSE

IS PUBLISHED BY

D. C. HEATH AND COMPANY, Boston, New York, Chicago

"ONLY ONE GEOGRAPHY"

From Maine to California the school men and women who are recognized as experts and leaders, if asked their opinion about text-books in geography, usually say: "There's only one geography."

THE TARR and McMURRY NEW GEOGRAPHIES

The greatest differences among text-books are in point of view and method of presentation. In method, for instance, other geographies represent the ideas of long ago—or rather the lack of ideas as to method. Tarr and McMurry applied modern pedagogy to the teaching of geography, so that their books teach themselves.

WHY?

Why have these books been chosen in every important recent adoption where intelligent consideration was given to the various text-books and merit governed the choice? Let us show you.

THE MACMILLAN COMPANY, 64-66 Fifth Avenue, NEW YORK

ATTRACTIVE, SIMPLE, COMPREHENSIVE

Recent Books of Merit

FOR REGULAR AND JUNIOR HIGH SCHOOLS

Davis & Hughs Commercial Geography	\$.75
Phillips Elementary Algebra	1.00
Hodgdon's General Science	1.50
Nivers Adv. Geography	1.35
Rigdon's Grammar Essentials . . . . .	.85
Radfords Composition and Rhetoric	1.15
Voices of Our Leaders—Patriotic . . . . .	.50
Barbe's Famous Poems Explained	1.15
Price's Regents' Questions and Answers . . . . .	.45
Intercollegiate Debates—Vols. I to VII—per vol.	1.65

A careful examination of any of these texts will reveal such worthy, distinctive features that the best teachers will wish to recommend them for daily use. 20% Discount to Schools and Transportation Paid.

Kindly write us regarding your needs

HINDS, HAYDEN & ELDREDGE, Inc., 11 Union Square, NEW YORK CITY
JOHN C. ROCKWELL, New York State Representative

SIGNIFICANT NEW TEXTS

FOR REGULAR AND JUNIOR HIGH SCHOOLS

GENERAL SCIENCE

By CHARLES H. LAKE

A simple, well-balanced introduction to the fundamental sciences, closely related to every-day life, and emphasizing independent scientific thinking.

Provides an ideal text for the pupil who leaves school early or who takes no other science work, while supplying an excellent foundation for advanced study. *Nearly 400 illustrations.*

CORRESPONDENCIA COMERCIAL

con ejercicios

By MAX A. LURIA

Prepares the pupil for actual Spanish business correspondence—not merely to write American letters in Spanish words.

The models are taken from actual correspondence and are thoroughly Spanish in thought and expression. There are constant and varied drills on verbs, idioms, and commercial forms, while the lessons supply and require the use of much incidental information on the geography and customs of Latin-America.

Silver, Burdett & Company

BOSTON

NEW YORK

CHICAGO

SAN FRANCISCO

The Journal

of the New York State Teachers' Association

VOLUME 5

APRIL 15, 1918

NUMBER 3

CONTENTS

	PAGE
A NEW-YORKER IN A CALIFORNIA HIGH SCHOOL	<i>Edith M. Wolfe</i> 81
THE ORGANIZATION AND ADMINISTRATION OF THE PRACTICE SCHOOL .	<i>Gertrude M. Bacon</i> 85
THE RELATION OF READING TO LIFE .	<i>Dr. Sherman Williams</i> 88
THE CHILD'S SCHOOL	<i>Luella A. Palmer</i> 94
THE RELATION OF SCIENCE TO RURAL EDUCATION	<i>George A. Works</i> 96
A PLAN FOR MEETING THE STATE REQUIREMENT IN SUPERVISED RECREATION	<i>Laurence S. Hill</i> 99
THE VALUE OF EAR WORK IN ELEMENTARY GRADE WORK	<i>Elizabeth Gleason</i> 102
AMERICA-FIRST CAMPAIGN IN MASSACHUSETTS	<i>W. I. Hamilton</i> 103
HOW MAY THE TEACHING PRINCIPAL SUCCESSFULLY SUPERVISE HIS SCHOOL?	<i>W. H. McClelland</i> 105
A FEW "DON'TS" IN PENMANSHIP . .	<i>Sophie C. Becker</i> 109
ADDED OPPORTUNITY FOR TALENTED PUPILS	<i>Catherine Couch</i> 111
CLASSICAL READER LEAGUE—HONOR ROLL . . . . .	. . . . . 112
EDITORIAL	<i>George P. Bristol</i> 114
STATE DEPARTMENT OF EDUCATION .	<i>Hiram C. Case</i> 116
THE SCHOOLS AND THE THIRD LIBERTY LOAN . . . . .	. . . . . 118
BOOKS RECEIVED . . . . .	. . . . . 120

Published by the New York State Teachers' Association
Rochester, N. Y.

POINTS ABOUT

Bolenius's Everyday English Composition

1. It develops attitudes, skill, and habits instead of stressing facts and principles.
2. It solves the problem of oral English.
3. It touches the pupil's life at all points and provides ingenious suggestions for methods of work.
4. It teaches the pupil to think before he speaks or writes.
5. It interweaves English work with all the language activities of the school.
6. It gives a new attack on fundamental material and secures fresh interest.
7. It scintillates with suggestions from personal experience.
8. It blends Content and Form on common sense grounds.
9. It trains self-reliance and initiative through self-criticism.
10. It creates independence in habits of work.

A FEW OF THE TOPICS IN THIS BOOK

The Oral Theme or Talk
Improving the Speaking Voice
How to Learn to Converse
How to Get Ideas
How to Tell a Story
Making Letters Interesting
Details that Identify
Organizing Ideas

How to Get Facts
Making Ideas Stand Out
Letters That Convince
Using Words Precisely
How to Secure Clearness
The Effective Paragraph
Placing Modifiers Correctly.

American Book Company

NEW YORK

CINCINNATI

CHICAGO

BOSTON

ATLANTA

Digitized by Google

The Journal

of the New York State Teachers' Association

APRIL, 1918

A NEW-YORKER IN A CALIFORNIA HIGH SCHOOL

Edith M. Wolfe, Pasadena High School

TEACHERS of New York state may enjoy hearing the impressions gained by one of their number after a few years in Southern California. If I could really describe it to you adequately, this "wonderland," charming to teachers as well as to tourists, I am sure it would delight you, but I find myself shrinking before the magnitude of possibilities in the subject, and wondering how I am to choose wisely from the numerous details the topic offers.

First of all, please notice that I say "Southern California." To the uninitiated, of whom I was lately one, California is a state on the Pacific coast of which fairy tales are told of eternal sunshine and flowers, while the rest of the world are shivering in snow and frost. But California is such an immense state. Not until you have traveled two days and two nights from its southern boundary toward the north and find yourself still within its limits, does it begin to dawn on you that "California" means as great a range of climatic conditions as you find in going from New York to Florida. This accounts for the perplexingly diverse reports you often get and wonder over. Other conditions differ also quite as much as climate, so I wish to be quite clear that I am speaking only of Southern California, the only part I know, big enough to be a huge state in itself.

I have visited many Southern California high schools, but I have taught only in Pasadena, the "Garden City of the West," as it is often called, so I shall tell you about the high school here. Pasadena is a city of about forty thousand inhabitants and has a high school of somewhat over sixteen hundred fifty. The teaching force, about a hundred last year, has been diminished by the withdrawal of twelve of the younger men.

Their places have not been filled and we are "doing our bit" by taking care of somewhat larger classes and filling in occasionally with work outside our regular lives.

I wish I could transfer to you my first impressions on coming into this school. It seemed to me like a college; the swarming life; the eager interest in athletics; the passing from building to building was all on so much bigger a scale than anything I had known from high schools in the East. Even the boys and girls seemed bigger—of California growth. I am not sure but that they really are. We moved into magnificent new quarters shortly after I arrived, and then I was convinced that I was on a college campus. To this day I can't pass the buildings without a thrill of pride. They are a very imposing group, even to those familiar with the lavish provision for high schools all through Southern California. There are six fine buildings of white concrete, on grounds of about one city block frontage and two blocks from street to rear. From the street only three appear. The Horace Mann building, a long, two-storied structure, sits back about half a block from the street, the space before it being given to a velvety green lawn in horse-shoe shape, terraced and slightly sunken toward the center. A fine flagpole stands in the center of the lawn on which each morning now the flag is raised while all within sight of it stand at salute. Flanking the Horace Mann building and at right angles on either side stand the Louis Agassiz and the Jane Addams buildings, the former, as the name indicates, devoted to physical and biological science laboratories, the latter to the home economics, art, and metal work. In this is a "model flat," delightfully arranged and charmingly

fitted out by the girls and their teachers, where any of us may entertain at real functions, served most efficiently and attractively by the catering classes. The Horace Mann building contains, besides the usual classrooms and study halls, a large auditorium, seating eighteen hundred. A good stage and several sets of scenery, added to now and then by class gifts, make it adequate for most dramatic purposes. Not only are school plays given here, but this big auditorium has made the high school a civic center, where many public lectures, concerts, and entertainments are held. Thus the school has been brought into especially close touch with the community.

Behind this front group are two temporary gymnasiums and a big swimming pool, and beyond these, stand three more splendid concrete buildings—the shops for woodwork and forge; the agricultural building, with dairy, cow sheds, and chicken-yards conveniently near (we own, and make money from, our cows and chickens); and the music hall, containing an assembly room for about two hundred, where many small gatherings of both school and city are held. Around these structures are flower gardens and lawns. Farther back are vegetable gardens, where much is raised for the cafeteria, and still beyond is the big athletic field. The equipment in every line is complete. The boys in the horticultural classes, under an excellent instructor, have beautified the grounds with much shrubbery and plant seeds and bulbs, so that we may have a succession of blooms the year around. There are, too, some paid gardeners. The grounds are beautifully kept, and the pupils take much pride in them and seldom injure anything or pick flowers except by permission.

With all this generous provision, we ought to do good work, and I believe we do. I do not know of a school anywhere where teaching conditions are so delightful as here. The whole atmosphere of the school is friendly, helpful, co-operative. There is no problem of discipline, so far as teachers are concerned, at least. Seldom does even a slightly disagreeable incident occur. The attitude of the pupils is friendly, informal, responsive. In my five years here I have seen nothing of the time-honored idea of a natural antagonism of pupils toward teachers.

Of course, there are individual likes and dislikes, but the general relation is friendly and sympathetic. Perhaps, it is partly due to the faculty. It is true, I think, that there is an unusual number of really superior men and women here; people who might have made successes and much more money in other professions, but who choose to teach with a definite and lofty purpose. I always feel a pride in the P. H. S. faculty, and am glad to be among them. But the administration, too, has helped to make the atmosphere of friendliness. Every consideration is given to teachers and to pupils. Routine work is minimized. A thoroughly modern and efficient administrative system is in force, managed by three or four trained clerks, assisted by pupils who gather absence slips, sit in the offices of the various department heads, answer telephones, and do errands. For this office period a pupil gets one-fourth of a credit a semester, as being real work and of practical value to him. Pupils' reports are sent out by teachers only once a quarter, although a monthly grade is made out for the registrar, to check up failing pupils. So except for marking attendance in class, teachers have practically no clerical work required of them. Some of us usually volunteer help to the office for the especially busy days at the beginning and end of the semester. This year pupils registered by mail, filling out necessary blanks, and it reduced the labor greatly. We always begin our full program the very first day of each semester. No time is wasted in getting started. But that means splendid machinery at work ahead of time.

Two years ago our principal tried an experiment that has proved extremely successful, the establishment of the hour system. There are now only five periods a day, each sixty-five minutes in length. Each teacher has classes four periods and the fifth usually free. Of each period only forty minutes may be used for recitation, the rest being devoted to preparation of the same subject for the next day under the teacher's supervision. This means that out of the hour a pupil is expected to put on each subject a certain amount of time, and the teacher has evidence that he has given at least twenty-five minutes to it. The plan has two further advantages. It af-

fords an opportunity of teaching pupils how to study with concentration, and it gives the teacher a chance to deal with individual difficulties.

The pupils have a student government organization, and so far as is practicable, manage their own affairs. They have commission government, five commissioners being elected each spring from the senior class. Their five departments are athletics, finance, debating, publications and public welfare. The last is always filled by a girl. Publications may be managed by a girl. The other offices have always been filled by boys. Candidates must be approved by a faculty committee, who are satisfied with the standard of conduct and scholarship, before they may run for office. Election time is very exciting. Nominating speeches of all degrees of eloquence are made, and each candidate says a few words in order to present himself to the student body. A primary election for each office eliminates all but the two having the highest number of votes. Later comes the final election. All legal formalities are observed. The voting booths of the city are borrowed and used. Thus pupils become familiar with the technicalities of voting. They show a good deal of discrimination in their choice of candidates. Of course, some electioneering is indulged in. The faculty are expected distinctly to keep hands off, and much wrath falls upon the head of the ill-advised teacher who openly expresses her opinion as to a candidate. The commissioners do very hard work and get a tremendous amount of practical experience. Last year, for instance, at least thirty thousand dollars passed through their hands. They manage all the games, the cafeteria, a school bookstore, where all the pupils' books and supplies are bought, a school bank. Of course, there are faculty advisers, and the commercial department sees that strictly business methods are followed, but the students themselves develop independence and reliability. Two publications are issued—a monthly, brought out entirely by the pupils, even to the printing, which is done in the well equipped school printing shop; and a weekly, printed outside because of lack of space and time. The Girls' Student League is another organization that

develops power and talent, and furthers all sorts of useful things. All the girls belong, and have their officers, formal elections, and league conferences to which all the high schools of this section of the state send delegates. They are doing much that is fine: Two years ago they fitted up tastefully and comfortably a rest room for the women of the faculty, as a Christmas surprise. They keep this room supplied with flowers, and often with fruit or nuts. This year they are doing really big things in the way of French and Belgian civilian relief. Under their initiative, with the help of advisers from the faculty, hundreds of garments have been made over in the sewing rooms, and the work is going on rapidly. They have instituted "days"—"tin foil day," "bottle day," "kid glove day," in which the whole school is asked to bring those special articles. The pupils always respond eagerly, and they have made in this way a considerable sum for the Red Cross. They pack each Thanksgiving season twenty to forty baskets for poor Mexican families. They sent last month a hundred tin receptacles filled with sugar confections to the boys in France. They gave a charming Christmas entertainment, and when the program inside was over we adjourned to the big front lawn, and in a big circle looked over upon a scene of interest. Twenty girls in Red Cross costumes had brought forty-three wee tots under six years old from an orphans' home, and were playing with them on the green lawn about a big Christmas tree. The pupils had been asked to bring cast-off toys, and had responded so generously that, after these little orphans were supplied, there were enough for two more institutions. Each child was given a stocking filled with goodies and a toy, and they were the happiest mites imaginable. It was a charming scene, and everyone was inspired by it with the best kind of Christmas feeling—a desire to give to those who need.

Perhaps I should mention requirements for teachers in California high schools. A good deal is demanded—pedagogical training, experience, and graduate work in addition to an A. B. degree, but there is this satisfaction, that when you have fulfilled these requirements you have no

further difficulty. A six-year certificate is granted which may be exchanged on its expiration, if you have made good here, for a life certificate.

Incidentally also men and women get the same pay for the same work. I have been in the West long enough to find myself gasping in incredulity when I go back to New York state and find women receiving a thousand dollars and men fifteen hundred in exactly the same positions. It is possible here to get plenty of men, and exceptionally good ones, too. Our faculty has usually consisted of about a third men until this year under war conditions. Perhaps the new regime of woman suffrage may change that injustice in New York state. It certainly is an injustice from a Western standpoint.

It may interest you to know that there is in California no state system of examinations. In Pasadena High School there is no requirement in the matter. Teachers give tests as departments agree among themselves, once a month, oftener, less often. In any case they may count not more than one-third in estimating the pupil's work. We grade pupils as failing, passing, or recommended to do satisfactory college work, and we try hard not to give the recommending grade unwisely, in order to keep up the school's standing with the University of California. The standard of scholarship of Pasadena is regarded as high. The University of California and Stanford both desire our graduates, who nearly always make good in college and often win distinction. College entrance requirements are liberal and do not at all hamper our work.

A year ago a night school was established in the high school. Attendance was rather desultory at first, but this year eleven hundred are registered and the per cent. of attendance is nearly equal to the day school's. Any subject desired is taught. Classes are formed for fifteen at most, and in many subjects for four or five. All kinds of people attend, young and old, rich and poor. There are two automobile classes for ladies, with an attendance of over forty, who are studying construction of engines and electrical principles. French and Spanish classes are overflowing. Commercial

subjects of all kinds are taught. English grammar, composition, literature, and methods of teaching, all find place. Recently a class in radio-telegraphy has been formed. Pupils, who have been obliged to leave school may take work here to continue their high school course. Failing pupils sometimes make up work here. Many teachers, of both grades and high school, take work for their own individual benefit, for patriotic purposes, or for professional advancement. There are Tuesday and Thursday classes and Monday, Wednesday, Friday ones, so it isn't too burdensome. We feel that it has become an important factor in school and civic life.

The big problem of the school at present is to adapt its work in every way possible to the new condition confronting us, and principal and teachers are bending every effort in that direction, to make the school a real center of education in lines of intelligent patriotism and service—not just by abstract principles, but in concrete, definite form. Some progress has already been made. Interesting experiments are tried; changes are constantly being made, in the endeavor, in which both teachers and pupils are co-operating, to be ready for whatever may lie before us. Perhaps it is this ready adaptability, this quick response to each modern demand that makes the work here especially interesting.

The only fame worth possessing is the good opinion of the good and wise.

There exists in human nature a disposition to murmur at the disappointments and calamities incident to it, rather than to acknowledge with gratitude the blessings by which they are more than counterbalanced.

Never be cast down by trifles. If a spider breaks his thread twenty times, twenty times will he mend it again. Make up your mind to do a thing, and you will do it. Fear not if troubles come upon you; keep up your spirits, though the day be a dark one.

Troubles never stop forever—
The darkest day will pass away.

THE ORGANIZATION AND ADMINISTRATION OF THE PRACTICE SCHOOL

Gertrude M. Bacon, Buffalo State Normal School

TRULY, these are wonderful days that we are privileged to live through. When the historian of the years to come stands on his mountain-top and gets his long and right perspective, the future reader will discover that there never was as great a period of high ideals and noble resolves in all the ages as the present. It sometimes is hard to believe that this will be so, when we grovel day after day in the mire of horrible stories of wrongs done to men, women, and children over the seas.

The challenge comes to us to meet crisis after crisis with strength and not despair, and the challenge to care for the children is becoming and must become a world passion, before our present great struggle ends.

Sir Baden Powell has declared that the real war will not be decided before (1935) nineteen hundred thirty-five, when the children of to-day will have grown to manhood and womanhood. True victory will then lie in the quality of the men who will have to carry on the work of the country. War kills off the best of the nation's manhood, therefore, extra care must be exercised to save every child not for his own sake, or for his parents' sake, but for the sake of the nation. It has got to be saved from infant mortality, then from ill-health, and finally from drifting into being waste material. We must economize our human material. The National Child Labor Committee has given out a statement of conditions in Europe during the first months of the war concerning the children. It points out that the children were forgotten and neglected and that laws governing school attendance, hours of labor, clubs, and settlement work, and the interests of the young in general were either relaxed or ceased to exist.

In Great Britain, schools were taken for military purposes, teachers were enlisted, repairs and supplies were cut down, evening schools, medical and dental inspection ceased, and age limits were changed so that (150,000) one hundred fifty thousand pupils between eleven

and thirteen went to work, and (300,000) three hundred thousand of five years and under were left without instruction. Statistics show that juvenile delinquency in England increased thirty-four per cent. In Berlin, during the first year of the war twice as many crimes were committed by children as in the preceding year. In Budapest (3,000) three thousand munition workers were children under twelve. In England, it was necessary to organize the Health of Munition Workers Committee which recommended that children should not be employed more than twelve hours a day, or at night. With these examples in mind the committee appeals to all to guard the rising generation not only against immediate break-down, but also against the imposition of strains that stunt their future growth and development. So in the midst of the war, England has discovered the absolute necessity of rebuilding her school systems, of returning to a shorter work day in her factories, and of encouraging the upbuilding of the child welfare agencies that gave up their activities earlier in the war.

Sir Herbert Fisher asked in Parliament this spring for an increase of £3,829,000 over last year's educational budget. The Committee on juvenile education has recommended a general fourteen year age limit for leaving school throughout England with the abolition of all exemptions, and the establishment of day continuation schools for children between fourteen and eighteen with compulsory attendance for at least eight hours a week.

We say, of course, such conditions never will exist here or anything like them. But in Trenton, N. J., where in normal times (800) eight hundred children take out work permits in the course of a year, (2,000) two thousand have taken out permits this year. Where are these children? Have they left school permanently? Are they engaged in some occupation that will be detrimental to their health? These are questions that must be answered, for if Trenton's ex-

perience is typical of what is happening all over the country, we shall have (5,000,000) five million child laborers tomorrow where we had (2,000,000) two million yesterday.

The poet says:

I saw the spires of Oxford
As I was passing by,
The gray spires of Oxford
Against a pearl-gray sky.
My heart was with the Oxford men
Who went abroad to die.

The years have passed in Oxford,
The golden years and gay.
The hoary colleges look down
On guileless boys at play;
But when the bugle sounded war
They put their games away.

* * * * *
They gave their noisy youth away
For country and for God.

So it may be said of the college towns, North, South, East and West in this broad land of ours. The flower of our country has gone to the nation's call, and is now in the great cantonments throughout the land, making ready for the call "over there," and then "over the top."

For a time we feel our dependence gone, but we take hold of the situation, and know there must be no disheartenment. It is to the children in our elementary schools we turn, and place a value upon them that we never have placed before, and upon this period in their education. The state has established ten great training camps where the best in education for the child should be found. Yes, ten Normal Schools in New York state are for the child. Sometimes, I fear that we as teachers in these schools, as well as the young people who are prospective teachers, lose sight of this fundamental purpose of the Normal School. The final analysis of any line of work carried on in these institutions will surely show that it is all for the child. Perhaps the day the entrance requirements of the incoming students are accepted, it would be well for them to sign some declaration that to the best of their ability, they will pledge themselves ever to have in mind the children in all their study and work during the

two or more years of preparation, and answer in their hearts when the symbol of readiness to jump into the field and go to work is placed in their hands—the diploma—"I will serve the children." Now in these training camps, the practice schools should from a material side be the best kind of an elementary school, both as to architectural construction and equipment, in the land. The best environment should be about the children of these schools, not only for their sake, but for the standard to be established in the student teachers along these lines, who are the future teachers of children in our city and rural schools. The principles of hygiene which the student is given as essential in the method classes should not be violated in the operation of these schools. It is true, to-day, too, that suggestions for the best systems of lighting, heating, ventilation and sanitary conditions are not always obtained from other schools as from our most up-to-date industrial plants. The heads of great industries have learned that efficient response can be gotten from their workers only when these conditions are the best. They are not satisfied with a fifty or seventy-five per cent. effort of the individual, they want the one hundred per cent. We want more of it too, from the children, and right conditions along these lines in our schools will help to bring it, as it does in the industries. Therefore practice schools should not be hampered in any way because of an unfortunate environment. Our graduate who goes into that rural school with dark green paint on the wall, curtain off at one end of the roller, a dirty peach basket for a waste paper basket, and other conditions more detrimental than these, will be so haunted by the picture of the children's room at her Alma Mater, that she is going to move heaven and earth to awaken the settled mind of that community to which she has been called, to the housing situation of their children. Yes, she should be able to look back upon that school where she was prepared for her work with children, as a perfect expression of what she hopes for other children. What has been said as to building applies in the same degree to equipment. There should be no retrenchment for this part of the

Normal School. Our valuables are here, and there is no Mark Hopkins on one end of the log, and a pupil on the other.

As to the distribution of pupils and teachers, a good working basis seems to be to have a kindergarten, eight or nine grades; the latter making possible a Junior High School, with a maximum of thirty-five pupils to a grade. Each grade having one large room to accommodate all, and one small room which will seat fifteen to twenty pupils of the same grade. We believe that the ideal arrangement is to have one critic for each grade. Experience has proven that there must be some one of judgment and superior teaching ability to make up for losses to the children because of all the consequences of the inexperience of students in training. Practice schools cared for in this way can take their place in any first-class city system, ranking among the best in the final ratings of the pupils, and the graduates of such, be a joy to the high school which is fortunate enough to get them. This efficiency is brought about because to the critic teacher is assigned the largest part of the work of supervision, and fixes the responsibility more directly. Now the vital problem of Normal Schools is to get the maximum amount of teaching ability developed in the student-teacher with a minimum amount of loss to the children concerned. Most certainly every member of the faculty should have the courage of his convictions and do his part to eliminate all who clearly are inadequately prepared as to subject-matter and general fitness. Yes, there should be better and more pruning before students are imposed upon the practice school to try and make something out of nothing. Of course there is danger of overstepping the bounds of requirements for student teachers as well as for regular teachers. Dr. Bagley tells of a request made for a high-school principal to some one engaged in the training of teachers. It was as follows. He must be thoroughly qualified in scholarship to teach any high-school subject; he must be a good mixer and capable of assuming a place of leadership in the community; he must be immaculate in person and in dress; his manners and morals must be model in every particular; he must have

the capacity to make an effective public speech; he must be able to coach the boys in baseball and football; he must be able to take charge of the class of adults in the Sunday-school; his English must be letter-perfect; he must be a Methodist, and "we prefer a blue-eyed man about five feet ten in height." For these qualities combined in one individual, the community in question thought that it might possibly pay the munificent sum of sixty-five dollars a month for an eight-months' term. The reply was sent back that he himself had been looking for just such a man for three years, and that he had a job worth four thousand dollars a year for him whenever he put in an appearance. Now it does seem that our score-cards sometimes make about as an unreasonable requirement of pupil teachers. Nevertheless along some lines it seems reasonable and possible that student-teachers should have attained skill and ability before they come before the children as teachers. We should say such should be penmanship and blackboard writing, music, average ability in sketching either at the blackboard or on paper before the class, ability to take charge of the physical exercise in the grade room and last but not least the ability to speak the English language with a reasonable degree of correctness and in good voice. How often our pupil-teacher fails, because of vocabulary and freedom in speech in the expression of ideas. Nothing will overcome this, but practice, practice in the method room throughout the preparatory year or year and a half before taking up the work of student-teaching. The biggest job that the teacher of principles of education or methods has, is to be able to put over through the student-teacher his subject, and have it function in the class-room with the children. Such a teacher is a capable one. Now if it is constantly borne in upon our Normal student what he or she is getting ready for—to serve children and then when the practice work is taken up, it be made almost if not entirely the exclusive business of the student, we believe that the children will not be seriously handicapped in their rightful development. There, too, must be a limit to the number of student-teachers—a critic teacher

is expected to train during a year. Some say that it should not be more than twelve. This may be an ideal minimum never to be reached, but certainly the fewer teachers of cadet rank that the children must adjust themselves to, the less will be the loss.

Now if our belief in children is more than a word of belief, we as teachers in Normal Schools must check ourselves up to this standard, and hold the child not in sub-consciousness, but in consciousness in all our work and supervision.

"Carry on" is a phrase familiar to all in the military service "over there." We may put the military meaning into that phrase here at home in our schools.

"Carry on! Carry on!

Fight the good fight and true;

Believe in your mission, greet dawn
with a cheer;

There's big work to do, and that's why
you are here.

Carry on! Carry on!"

THE RELATION OF READING TO LIFE

Dr. Sherman Williams, Department of Education, Albany

ONE who relies solely upon himself, no matter how capable and resourceful he may be, is not likely to make a great success of life. Quite early in his career he is likely to find that he has worked himself out, so far as the origination of ideas and the development of new plans of work are concerned. He may carry on his early formed ideas, and perfect his plans, but as a creator of new ideas his day is soon over. His intellectual pond is exhausted and there is no source of supply to replenish the loss. By the time he has reached middle life his day as a creator is done. This is a very regrettable fact, the more so because it is the strong, resourceful, and self-reliant men, the men of greatest promise, who are most likely to have such an ending.

We say, and say truly, that everybody knows more than anybody. Why then should we not train our children to seek aid from every possible source, to mix with men and to read what those of ability and experience have had to say about the work in which the children are or expect to be interested? Of course all men mix with others to some extent and gather ideas from them. They do this to a much greater extent than they used to do, and this is possibly one of the reasons why men do not age as early as they formerly did. Time was, and not so very long ago either, when most of the men who wrote on business, politics or any other matter of general interest were those who were theorists, and who had little or no practical knowledge of the

subjects of which they treated. This is no longer true to anything like the extent that it used to be. No matter what your work, whether it be salesmanship, manufacturing, farming, carpenter work, plumbing, teaching or what not, you can find many books on the subject written by those who have followed these callings successfully. I am well aware that there is a more or less widespread feeling that this is not the case. This simply illustrates the persistence of ideas that have once become general, and the difficulty that we all experience in recognizing present facts when opposed to those that formerly existed. We find an illustration of this in the hatred that exists against England on part of some people because of what she did one or more generations ago, instead of seeing her as she is now. Alfred Austin in his poem entitled "A Voice" presents the right sentiment when he says

"But now we have done with a worn-out tale."

In this connection it is well to remember that the world made exceedingly slow progress up to the time of the invention of the art of printing. Previous to this ideas were not readily disseminated. There were not only many "Lost Arts," but new ideas generally were kept alive with great difficulty, and frequently were soon lost to the world. We are not wont to appreciate fully the force and value of those things with which we have always been familiar. This is one reason why we fail to fully appreciate the value

and importance of reading. It is exceedingly difficult for us to appreciate the conditions that would exist if the ability to read was not general, and printed matter was not readily accessible. The lesson taught by Conwell's "Acres of Diamonds" applies here. All the knowledge of the world is at our doors and we are largely indifferent to it. Are we as teachers blameless in this matter? The little babe stretches out its hands for the moon and longs for it. The grown-up man is hardly conscious of the fact that there is a moon. A little child is hungry for knowledge as is evidenced by his interminable questions. By the time it has completed school this yearning for knowledge has become greatly blunted. This ought not so to be, and the existence of this fact is a dark blot upon our educational system. To confine ourselves to the single point under consideration. What do we do to train the children to love to read that which is worth while? Have we any clearly defined plans in mind? Can our prospective teachers get much help or inspiration from our training classes, our normal schools or our colleges? If not, is there not something very much lacking in those schools whose work is the training of teachers?

Let us consider briefly what is being done and what might be done in our elementary schools in this connection. We teach the children to read. We spend much time upon that task, and we do not do it very well. Comparatively few adults can read a book or newspaper and do it easily. I refer of course to oral reading. They read silently pretty well because they have had much practice in such reading, but they read orally with difficulty, and read poorly because they have not had much practice in such reading. There must be much reading done by the pupils if they are to read well. They must read, and read, and read. They must read aloud enough so that their teacher is sure that they really get the meaning of what they read. Largely they fail to do this. They fail in their lessons because they do not read intelligently. They mistake things in life because they have not learned to read accurately. As the children go out into life they will read for a variety of purposes. All of them will read for pleasure. Have

they been so trained in school that they will find pleasure in reading that which is worth while? That which will not only afford pleasure but at the same time enrich life? If not, the school has not done its work well. When the children leave school and enter upon their life's work they will read newspapers. Have they been so trained that they can readily sort out from the papers the particular portions that interest them and quickly get that without wasting much time on that which is of no interest or value to them? If not, the school has again failed in doing anywhere near its full duty. Most of the pupils will read magazines while in school, and after. While in school are they so trained that they can run over the table of contents and tell from the titles, and the authors about what is likely to be of interest or use to them, and read that and omit the remainder, which in any single individual's case is far the larger part of the periodical? If not, the school has not done for them what it ought. It has taught them how to read but has not trained them to discriminate as to what they shall read. Did you ever see a man reading a newspaper on the train? Often he will spend half an hour or more over a newspaper when most likely ten minutes would be more than time enough for reading all the paper contained that is worth while to him. Periodicals are intended, with the exception of technical or special ones, to contain something of interest to every reader. To accomplish this it will be necessary to have only a very small part of the matter that is of interest or value to any one individual. Again in the reading of books have the pupils been so trained that they can choose those that are of most value to them, or those that treat the subjects in which they are at the time interested? If not, they are on a sea of literature with neither rudder nor compass.

Many books treat of a great variety of subjects, and it may be that the reader is interested in only a few of them. Has the school so trained him that he can select through the use of table of contents, chapter and page headings, just what he wants and so omit that which does not interest him? If not, then he is bound to waste a great deal of time. I know that

some of you will say that people learn to do all these things themselves, but that is not so. Many do, but more do not. Those that do waste a great deal of time in learning, and even then most of them never learn to direct their own reading as well as they might have been trained to do while in school. My observation leads me to believe that the very important work which I have sketched so very briefly and so imperfectly is rarely even attempted in school, though there is much that is vastly less important that is given a great deal of time. The important thing as we leave school and enter life is not what we know but what we can do. Of course we can do nothing without knowledge, and equally of course everything else being equal the more we know the better we will be prepared for the work of life, no matter what that work may be. It is also true that we may know a great deal and be able to do but little. We hear much about efficiency these days. An efficient person is one who does things. We seem to assume that if pupils acquire knowledge while in school they will be able to do things when they get through with school. We assume this in face of the fact that thousands of pupils who leave our schools every year with a fair amount of knowledge prove to be unable to do much of anything that is of value to them or to any one else.

This error is more pronounced in the case of reading than in regard to any other work that the school undertakes.

It may be worth while to consider to some extent what people of ability have had to say about the importance of reading.

Ex-president Eliot of Harvard says: "The good school should guide the children's reading from its earliest years, protecting it from rubbish, and leading it into real literature; for as a means of life-long intellectual growth, and of defense or refuge from the inevitable ills of life, there is nothing better than good books, even though one's daily occupation leaves but a few minutes a day for reading. School and college can do nothing better for the rising generation than to implant this habit, and that public education which does not implant it on a great scale has in good measure failed." Miss

Frances Olcott, in speaking of the practical importance of training the children to read that which is worth while, says of the children:

"They are the readers of the future. Many suggestions and ideas instilled into their minds remain there forever, while the constant use of books, and the continuous reading of good things while young, become fixed habits in after life. . . . The library is not training readers only, but it is developing future men and women, keeping alive, and feeding their imaginations, stocking their minds with fine thoughts, noble impulses, and practical suggestions, and instilling a love of literature that for all life time may prove a solace, a joy, and a source of wisdom, even to the poorest and lowliest of citizens."

James T. Fields, in considering the importance of associations, says:

"There is a world in which children may enter and find noble companionship. It is the world of books. Let your boys escape for a time from the meanness of the boy across the street, and let him roam the woods of Hiawatha, sail the seas with Sinbad, build stockades with Crusoe, fight dragons with Jason, joust with Galahad, let him play quoits with Odysseus, and football with Tom Brown. These are playmates who will never quarrel with him or bully him, but from whom he will learn to be brave, self-reliant, manly, quick to do for others, and set his face toward the light. 'Tell me what company thou keepest and I will tell thee what thou art' says an old Spanish proverb. The child who lives on terms of intimacy with such heroes as these cannot fail to be strong and true."

Leonard P. Ayres, who made a thorough survey of the relations between the public library and the public schools of Cleveland, in a report which all ought to read, says:

"Reading is the most important thing that the child can learn in school. It is the key that unlocks most of the doors through which the adult will wish to pass. The ability to translate the printed words into ideas, thoughts, motives and actions which make for knowledge and efficiency is the greatest asset any one gets from school. It is this ability to get ideas from the printed page that

makes it possible to secure a knowledge of any subject which one may desire to take up in later life. Through it one may gain access to the best that has been dreamed, and thought, and done."

I wish to call your attention to a few brief quotations from great men showing what they thought of the importance of reading. "Reading maketh a full man." That is, the reading man has a wide knowledge of whatever subject he may be interested in.

"Nothing can supply the place of books." That is, it is only through the use of books that we can hope to become well informed.

"The end of learning is to read great books." In other words, we should learn to read in order to come to know the great men and women of the world, to associate with them, get their thoughts.

Books are windows through which the soul looks out." That is, it is only through the use of books that we can really see the world, the men and women who have made it what it is, and the ideas that have dominated the world from time to time.

"A home without books is like a room without windows." That is, one can see only what is in the room, and likewise one without books cannot see outside his own necessarily narrow life.

"A library is not a luxury, but one of the necessities of life." This is shown by the preceding extracts.

"It is chiefly through books that we enjoy intercourse with superior minds." The truth of this will be evident when we stop to think how many really great men and women we know. Most of us do not know any.

"Reading that does not create and foster a taste for good reading is of doubtful value." That is, the ability to read is not of itself of value. That depends on the use made of this ability, the kind of reading we do, the kind of minds we associate with through the use of books.

Quotations like those just presented might be presented almost without number. What are we, as teachers, to do in regard to the reading of the children under our care? They will read. We all know that. The kind of reading that they do largely determines their charac-

ter and usefulness in life. We are not ignorant of that fact. The ideals we have come largely through our reading. They are good or bad according to the kind of reading we do. No one is ignorant of that fact. The school is a means to an end, not an end in itself. Most of us know that. The same is true of reading. All who give the matter even the most meager thought must see pretty clearly that the reading done affects the lives of most people more than anything else that comes into their experience. Yet with all these facts clearly in mind, what are we doing in school to train our children to love to read that which is worth while? Far more than we did a few years ago; but the attention given to this most important work is still pitifully insufficient and ineffective. Many of us are inclined to ignore the whole matter and do so to a great extent. Others of us are not at all clear as to what we should do. This is a comparatively new work and therefore is not well understood. The importance of reading is not a new thought, but the school's relation to it has grown in the public mind very rapidly. The conviction that something should be done is pretty pronounced but ideas of how to accomplish it are somewhat hazy. There is great need that all schools devoted to the training of teachers should make this work a leading and most important matter, instead of a minor and largely incidental one as it is now the case of most of these schools. But no matter what these schools do they cannot greatly affect the teachers now in the work. To accomplish this we must arouse public sentiment in this matter to such an extent that indifference or inefficiency will not be tolerated in this work any more than in other branches.

But it is idle to complain, worse than idle, unless some suggestions for better work are given. This subject should be considered at teachers' conferences, not occasionally, but always. In Western New York help may be had from the Geneseo Normal School. There must be teachers here and there in the state who can render excellent service. District superintendents should keep each other informed in regard to this. In a few years there will be an abundance of help. Now it is pretty limited. I think that many of

the public libraries of the state would help, particularly the public libraries at Buffalo, Rochester, Syracuse, Utica and Binghamton. Schools near New York city might get help from the New York Public Library, Pratt Institute, and possibly from some of the high-school librarians in Greater New York. Many of them could give most valuable assistance.

But many teachers cannot avail themselves of even such help as I have indicated, therefore, I venture to outline as briefly as I can the work that the teacher may do. The first thing, as a matter of course, is access to a good collection of books. The new township organization makes a better provision of books an easy matter. Most of the town boards are making suitable provision for the purchase of library books, and they are planning to buy some books each year and so make sure of some fresh reading matter at least once a year. By a provision for a central town library from which needed books are sent to each school district, it is possible to furnish each school with fresh books two or more times a year, and to send to each school just the books best suited to that school, for example, a district that had no pupil beyond the sixth grade would have no use for books suitable for older pupils. Then if the books are all brought together there will be a sufficient number of duplicates so that sets for supplemental reading can be sent to each school in numbers large enough to meet the demand.

With a suitable provision of books the whole matter rests with the teacher. It must not be supposed that pupils can be classified in their reading in the same way that they are in arithmetic and geography. What a child can read to the best advantage depends not merely on his age and mental ability, but on what he has read, upon the associations he has had at home and elsewhere.

The old style of reading, beginning with "This is a cat," or some similar expressions, may be well enough for a time for the teaching of the mechanics of reading. The same is true of the various forms of phonetic training, but nothing of the kind develops a love for reading, and they should not be continued any

longer than is absolutely necessary. At the earliest possible moment the children should begin to read little stories that have some interest for them. With a lack of interest there will be but little progress. We should never lose sight of the fact that very little profit comes from reading that in which one has no interest, or from doing anything that one does not want to do. This, however, must not be misunderstood. It is not meant that children should do that which they like and nothing else. They are not competent to choose for themselves. The teacher must choose for them. What is meant is that if the teacher does not arouse interest not very much will be accomplished.

From the outset the teacher should read to the children. Better still if she can tell stories well. As soon as the children can read fairly well, which ought to be during the last half of the first year, they should be induced to take books home and read them. They should be directed not to ask their parents to read those books to them, and they should be requested to read aloud for a short time each day at home. This should be so managed that the work will be regarded as a privilege and a favor instead of a task. This can be done by a tactful teacher.

Children should very early be required to memorize choice selections. They should read aloud before their class choice selections that they have found in their home reading. It is well to spend some time in having the children talk about what they have read. This helps to arouse interest.

As the children grow older, say by the time they are in the third grade, the teacher should read selections from books they would like the children to read, stopping at the point of greatest interest so that the children will continue the reading of the book. The teacher should be familiar with the books in her library so that she can constantly be suggesting books or parts of books to be read. The work should be chiefly suggestive. There are not many books that the children should be required to read whether they wish to or not. It is a question whether it is wise to absolutely require the reading of any book. That

has done much harm in the past and always will, except the teacher be more than ordinarily tactful and skillful. The pupils in our high schools have suffered much through being required to read books that they are not mature enough, or have not had sufficient experience to make it possible for them to fully understand or at all enjoy.

Reading should be a life-long habit, not something that ends with school life, so far as development is concerned. The child should leave school with a hunger for reading. If he does not, something has been wrong. We try to have high-school pupils read books that would be difficult for seniors in college. The result is pretty likely to be disastrous. It always is with the great majority of students. They leave school more indisposed to read good books than when they entered it. Let us have the courage to recognize things as they are and act accordingly, no matter what some college specialist who has forgotten how he felt, thought, and acted as a child, may say.

Children must read, and read, and read, and read that which they like. They must be skillfully trained to like a little better, and a little more difficult literature than they did the year before, but the steps must be very short, though they may be very frequent.

Children will read at first purely for the pleasure that comes from reading the story. Later they will read for information, read to supplement their studies, whether they are studying geography, history, science or other subjects. In time, much earlier in some cases than in others, they will read for inspiration. The teacher should suggest timely books. Now, when constant appeals to patriotism are being made, there is nothing better for children twelve years old or older than Hagedorn's "You Are the Hope of the World." The thoughtful teacher should be constantly on the outlook for stimulating books, and see that the attention of the pupils is called to them at the right time. When one pupil has read a book and likes it, he becomes a teacher so far as that book is concerned. Look out for the leaders among the boys and girls and see that they are led to read good books. They in turn will see that the other pupils read them. There is

nothing so contagious as enthusiasm, and there is nothing more easily aroused if the teacher is wise and tactful. It is not a question as to what the teacher likes to read, but what will interest and at the same time uplift the pupils at a given time in their lives.

I wish to call attention to the elementary reading course outlined by the Education Department. Copies have been sent to every school. Provision is made for giving testimonials of reading to all pupils who do the required reading. We all like to have our efforts recognized in some way. This is especially true of children. May I quote in closing the few lines from the little bulletin just referred to:

"Books are keys to wisdom's treasure;
Books are gates to lands of pleasure;
Books are paths that upward lead;
Books are friends, come, let us read."

It is not what people eat, but what they digest, that makes them strong. It is not what they gain, but what they save, that makes them rich. It is not what they read, but what they remember, that makes them learned. It is not what they profess, but what they practice, that makes them good.

If the sun is going down, look up at the stars; if the earth is dark keep your eyes on heaven. With God's presence and God's promise, a man or a child may be cheerful.
Never despair when fog's in the air!
A sunshiny morning will come without warning.

Poetry is the divine essence of the heart which exudes through the pearly channels of the feelings.

Music is the magic thrilling of the soul which issues through the silver fountains of the senses.

Painting is the beautiful inspiration of the mind which springs from the tinting of the imagination.

Statuary is the unbounded delight in the beautiful which is chiselled from the ideal of the eye.

The poet speaks to the heart; the musician to the soul; the painter to the imagination; the sculptor to the eye.

THE CHILD'S SCHOOL

Miss Luella A. Palmer, New York City

AS we study history we see that large movements go through the same series of changes. These movements may be varied in character, political, social, educational, yet they all pass through a certain process before they become an integral part of the world's progress. First, there is the vague idea which gradually begins to formulate in men's minds and is usually brought to consciousness by one clear thinker. Later the idea becomes well defined and stands out in contrast to prevailing ideas. Organized and detailed practices are based upon it. The difference and separation from customary thought and practice must be emphasized in order to bring men to understand the peculiar characteristics of the movement. Lastly, as the idea spreads and begins to modify customs and practices which are related to its special province, the movement gradually loses its antagonistic character. It becomes merged and carried over into the working out of some newer thought. When it appears to have died away as a distinct movement, it is most vitally alive having contributed its best to the habitual ways and thoughts of the social group. This is the history of the kindergarten movement. We have passed through the first stages and have come to the final one. Whatever is best in the kindergarten must modify practices in all phases of education. It was Froebel who gave the movement a name and defined what it stood for. It has been necessary to emphasize its difference from other kinds of education in order to gain recognition of its merits. We have now shown wherein it is superior to old methods. Its value is conceded. We should now begin to place our efforts on the relating of the kindergarten to the school. We shall lose that appearance of difference which we have endeavored to keep so marked but, in so doing, we shall broaden its sphere. In many places kindergarten practices are being accepted in the grades but sometimes this is done without basing the details of practice on kindergarten principles. The reasoning employed is super-

ficial and illogical; if a thing is good for children at the kindergarten age, it will be good for older children. The right application of kindergarten principles might result in materials and methods very dissimilar to those already in use. If the kindergarten movement is to have real significance in its influence on later education, its principles must be clearly defined and then an intelligent application made to any particular situation.

In the Child's School it is proposed that the principles of the kindergarten modify the method and work of the next two grades. The questions are, why should these be modified and how can they be modified? What are the reasons which make this modification advisable and how shall it be done? One of the educational principles emphasized by the kindergarten is that education is a continuous growth. Just as a plant must and can, use only the roots and tissue developed yesterday to continue its growth to-day so the child must use the body and mind which is the result of all his previous existence. There is and can be no sudden break or change. The plant may put forth a new leaf or a flower aided by our placing it in the sun or enriching the earth, but the most heroic efforts could not produce that leaf or flower if they were not in the plant potentially. The kindergarten believes that we must accept the individual child as he is and by supplying good conditions develop the possibilities latent in all life. This brings us to our second principle. The conditions for education which are to be supplied must be such as will respond to the child's needs at the particular age considered. The interests of the child must be appealed to. Whether we appeal to his present interests or to those which are dawning or latent will depend upon the child's previous training and what we consider the ideal for children at each stage. If in the light of these two principles we study the education which should be given to children between four and eight we find two ideas which are ignored by most schools. First, there is no sudden break at six such as usually oc-

curs between the kindergarten and the first grade. Secondly, the interests of the children between these ages are very similar and any education provided must be of the same general form but of increasing complexity and range. Other modifications of prevailing school procedure which could be based upon these principles must be ignored because of the purpose of this paper. The points in which the education provided for children between the ages of four and six, and six and eight should be similar are, physical activity, first hand or contact experiences, social games, manual work, use of English in conversation and stories, use of tone play and rhythm in songs, poetry and counting. At about six years of age two other interests begin to be noticeable, one an interest in written symbols and the other in games of contest. These interests are only dawning at six years of age and should occupy only a small portion of the time set apart for educational work. They become dominant in later years.

General educators realize that there is more of an apparent change in a child's growth at eight than at six. We know that his brain reaches its full size at eight and that the principal business of a child under eight is to grow physically. At eight years the desire for technique, for definite rules in contest, for gaining information from a world larger than the immediate environment, that is, from books, all become very evident.

That the child changes physically about eight years of age is conceded by our new state law on physical education which applies only to children over that age. Our playgrounds are generally divided into two spaces, one for children under eight and one for those above.

Four to eight years of age is quite a definite period, that of early childhood, but as yet few of our schools recognize this fact.

The Child's School includes classes for all of these years. It puts the two years of kindergarten and the first two grades together and arranges for a very gradual change in curriculum. Miss Curtis has planned to have a separate building or floor of a school which will allow for various kinds of rooms. There will be one large room for physical activity and

rhythms, library with picture books as well as simple story books, a workshop where hammering will not disturb one's neighbors, an open-air sand and clay room which can be closed in inclement weather, gardens for all classes, a large room for individual and group play; besides these rooms there will be a few small ones for handwork in small groups. The larger rooms will be used by two or more classes at the same time. The plan is not in complete operation anywhere, but we have started in that direction. Several experiments in relating the kindergarten to the grades have been tried in New York. In some schools the kindergarten room is used by the first grade at certain times of the day for rhythms and games. In other schools we have what are called kindergarten extension classes. This is an arrangement by which a kindergarten and a first grade teacher share in the teaching of two first grade classes. It is not a "connecting" class, for the children are promoted just the same as other first grade children. The curriculum is slightly modified, some of the formal work is assigned to the kindergartners to be given in a playful way. The actual housing and separation of the kindergarten and the first grades is not a new plan. Hartford, Conn., has some ideal buildings based upon this plan. But in these buildings there seems to be no mutual agreement in the use by the first grade of the piano or other special perquisites of the kindergarten. Nor are these special rooms planned for special purposes for the common use of all the little children.

It is very evident that some separate arrangement should be made for the school years between four and eight. There will be a better education and a happier one for children of this age when more attention is paid to physical exercise, manual work and play. Teacher and child will then work together for fullest development.

The whole world does not contain a briar or a thorn which divine mercy could have spared.

To mingle the useful with the beautiful is the highest style of art. The one adds grace, the other value.

THE RELATION OF SCIENCE TO RURAL EDUCATION

George A. Works, Professor of Rural Education, Cornell University

THERE are in New York state over seventy rural high schools giving vocational courses in agriculture. Approximately one-half of these schools are also giving work in home making. Each year witnesses an increased number of courses in these subjects. All of these schools are offering sciences that are basic and fundamental to agriculture and home economics, but a fair amount of visitation and considerable inquiry have failed to reveal marked evidence of any vital relationship between the sciences and these two vocational subjects as they are commonly taught in the rural high school. It is unfortunate for the sciences as well as the vocational subjects that this situation exists.

Manifestly, it would be unfair to place the entire responsibility for this condition upon any particular kind of science without positive evidence that the vocational teachers have done all within their power to bring about an intimate relationship between the two lines of work. This I am not prepared to give, but in spite of this fact, it may profit us to consider to what extent the science teachers are responsible for the lack of a vital relationship.

Science teachers as a class are too well satisfied with the extremely logical organization that has been a pronounced characteristic of their intellectual offerings since the early days of science in the secondary school curriculum. Several factors have contributed to the establishment of high-school sciences on this formal and logical basis. Naturally the early texts came almost entirely from men who were engaged in science instruction in the higher institutions of learning. Each author as a master in his respective field was much more interested in his subject matter than in its effective presentation to pupils of high-school age. A group with whose characteristics he was usually at best only remotely acquainted.

To further accentuate the condition brought about by the textbooks the courses of study and syllabi used in the high schools frequently have come from

the same source as the textbooks. During recent years this condition has been somewhat modified by the appearance of texts that have been prepared by those who are engaged in teaching science in secondary schools. In many instances these texts have been an improvement over those prepared by college men because their authors through their daily teaching were made familiar with the aptitudes of high-school pupils and learned of the inadequacy of this logical organization of subject-matter.

A further factor has been of importance in establishing the present undesirable status of science teaching in the high schools, namely, the preparation that high-school teachers of science have received. As colleges or university students these prospective teachers have had the subjects presented to them from the formal viewpoint. As a part of their preparation for teaching they have received little caution against the use of the same methods in high school. Even less instruction has been given in the selection, organization and presentation of the subject-matter in such a manner as to make a vital connection with the interests of the high-school student.

All of these factors have resulted in making the high-school science extremely formal, logical, and far removed from the experiences and interests of youths who have attempted to study them. Today this condition is maintained largely because science teachers are loath to recognize that there exists even the beginnings of science in the subject of education. They seem to forget that it is only recently that the field in which they are working was admitted to the circle of respectability, and they are prone to scorn the possibility of so young a science as education making any contribution to the successful teaching of their favorite subjects. The point of view is well illustrated by the attitude that many science teachers have taken toward the new courses in general science that are making their appearance in various sections of the country.

There are special reasons why this is

an opportune time for high-school teachers of science to give attention to the present status of their work for the purpose of seeing what may be done to bring about a more vital relationship between it and vocational education as it is being developed in rural communities. On the twenty-third day of last February President Wilson signed the Smith-Hughes Act, which for years to come will be a potent force in the development of vocational education throughout the United States. Since the act was signed the Federal administrative machinery necessary for carrying out its provisions has been established, and at the present time at least one-half of the states have submitted plans to the Federal Board for Vocational Education, and have had them approved. A few general statements regarding the law will make it evident that it is certain to exert great influences upon the development of vocational education, and perhaps on all education, in years to come. By its provisions there will be made available to the states during the next ten years, over fifty millions of dollars for the stimulation of instruction in agriculture, industry, home economics, and trade subjects. This money must be met by at least an equal expenditure on the part of the states. When the Federal expenditures reach their maximum there will be available from this source annually \$3,000,000 for the stimulation of instruction in agriculture and a like sum for instruction in trades, home economics and industry subjects. These funds must be expended on instruction adapted to pupils over fourteen years of age, but it must be below college grade. As most of the funds for agricultural instruction and some for home economics will undoubtedly be spent in rural schools of secondary grade, it is an opportune time for the consideration of the relation of your work as science teachers to the development that rural education of high-school grade will feel under the stimulus of this act.

There is a further fact that tends to make this subject a timely one for consideration. This is the influence of the present war on educational ideals and aims. Through the operations on the battlefield, in the factory, on the farm, and in the home, we are daily having im-

pressed on us the importance of applied science. This can not help but result in a wider recognition of the importance of science teaching. Especially will this be true in the field of agricultural production. Food production and conservation will be recognized as occupying an even more important position in the future than they have in the past, and as a result instruction in agriculture and home economics will receive a new impetus in secondary education.

As has been suggested, both these subjects have their basis in the sciences that you are teaching in the high schools, but thus far there has been little recognition and less utilization of this fact by science teachers. As has been indicated the existence of this condition is undoubtedly due largely to the fact that science instruction is conducted on the logical rather than the psychological basis. The latter method begins with the learner where he is found at the beginning of the teaching process and leads him to the view of teacher or text. It uses the experiences and environment of the learner instead of the formal definitions of the text as the starting point. The two methods are not antagonistic but supplementary because the psychological approach leads to the logical view.

Much has been said in recent years about the importance of making science instruction practical. Probably of much greater importance than that our science teaching should end in practical application, is that it should have its origin in a problem. Not a problem set up by the teachers but one that had its origin in the learner's experience and hence is intensely practical. If our schools are doing the right sort of teaching of agriculture and home economics, their chief work is making intelligible and amplifying the daily experiences of the pupils on the farms and in the home. Frequently the means by which the two results may be accomplished are in the sciences that you are teaching, and if science teachers but knew it these vocational subjects are bristling with real problems that will furnish a most effective means of approach to the abstractions of science. The recognition and utilization of these teaching opportunities would result in a marked improvement over the most of

the science teaching that is being done in the rural high schools.

Another phase of the problem lies in the vocational work. From the very beginning of vocational education as a school process there has been a struggle between those who believed that it should be developed as a part of the work of the existing school system, and those who with equal ardor but less success, have maintained that vocational education could never be adequately developed under conditions offered by the traditions of the existing system. Fortunately those who believe in unity in education appear at the present time to be in the ascendancy and in most sections of the country vocational work is being developed as a part of the public school system. This development brings at once the problem of making the vocational work an integral part of the work of the school instead of permitting it to stand apart. Since the vocational work is to a considerable extent an application of science the high-school sciences offer the largest opportunity for integrating the vocational subjects and the other subjects of the school. This process should not be interpreted as meaning that the vocational elements are to be formalized as has been the case with the sciences. To have this relationship established is fundamental if instruction in agriculture and home-making is to have the soundest development. To seek any other development would mean a failure to recognize that education by means of agriculture and home economics is primarily for the boys and girls and secondarily for the crops that are to be raised and the meals that are to be prepared. Sight must not be lost of the fact that for most of us the greatest opportunity for growth lies in our occupational interest. Science has an opportunity to make intelligible to the rural worker, both on the farm and in the home, the significance of much of his daily work, and work intelligently done is educative. Whether or not science will realize the opportunities that are before it will depend on the willingness of those who are teaching it to go to the vocational experience of their pupils for a beginning.

The present condition with reference to

the relationship between vocational and science subjects in the rural high school has been indicated, an explanation for this status suggested, the conditions that will make greater demands on science as a result of increased vocational work in the high school noted, and the opportunity that this offers for the improvement of instruction in science and the consequent strengthening of the vocational subjects stated. The greater task of indicating in detail how this change in science teaching is to be brought about has not been attempted. It is left where it belongs, in the hands of those who are charged with the responsibility for the science teaching that is done in our rural high schools.

HEART THROBS

Service flags are all around us,
You will find them everywhere;
They remind us some one's darling
Is a soldier "Over There."

Patriotic fathers, mothers,
Brothers, sisters, all declare
Some one's missing from their circle—
He is fighting "Over There."

Memories cling like golden clusters
Of our boys so bright and fair;
Precious gems are often hidden
In the trenches "Over There."

Days of sadness flitter o'er us,
Pierced our hearts as with a lance,
When we think of our dear loved ones,
Somewhere over there in France.

Pictures of their early boyhood
Hang in memory on the wall;
Now they fight to save our nation,
In the battle some will fall.

There we see our flag in splendor,
Waving upward toward the sky,
Hear our heroes shout in chorus,
"We will either win or die."

In the battle of all battles
Fight they will with courage rare,
We have conquered, yes we've con-
quered,
Whipped the Kaiser "Over There."

A PLAN FOR MEETING THE STATE REQUIREMENT IN SUPERVISED RECREATION

Laurence S. Hill, Director of Physical Training, Albany Public Schools

ON May 15, 1916, an act to amend the Military Law and an act to amend the Education Law, which had previously passed the Senate and Assembly of the New York State Legislature, were approved by the Governor and became laws. One provided for a Military Training Commission and for military and disciplinary training and making an appropriation therefor. The other provided for the instruction in physical training and discipline in the schools of the state.

A commission was appointed. This commission appointed a State Inspector of Physical Training and assistants. A general plan for state-wide physical training and certain requirements were made and went into effect September, 1916. Additional requirements went into effect September, 1917. These additional requirements provided for the following: "That on or before the beginning of the school year in September, 1917, three additional hours of supervised recreation be required each week in all classes and in all schools covered by this law, which requirement may be met either through provision in the school program or by equivalents accepted from sources outside the school as provided below, but that in all schools in which there is adequate space and equipment for such activities there be required each week after September 1, 1917, in all classes covered by the law, a minimum of two periods of thirty minutes each in gymnastic drill, and a minimum of four hours a week in supervised recreation; one of these four hours to be satisfied by activities under the direct supervision of regular school officials, the other three hours to be covered in the school or to be satisfied by the substitution of equivalent recreational activities in the home or in the community acceptable to the local school authorities."

It is the practical application of the recreational requirement that we are to take up at this time. I want to present a plan to meet this requirement in supervised recreation for your approval.

Perhaps there is nothing new in what I have to give you. The material is old and familiar. You may also be well acquainted with the arrangement of parts of the organization. However, I shall attempt a story showing our organization and application of recreative activities to the needs of our children under existing conditions in Albany. Most of you have had to face this problem—one of the largest—in organizing your work. I shall be pleased if you get new ideas from this exposition, or if it satisfies your mind that what you already are doing has been accepted in other localities. Allow me to show you how we meet the state plan in physical training in our elementary and high schools.

PHYSICAL EDUCATION IN THE ALBANY ELEMENTARY SCHOOLS.

Physical Training A—A few minutes daily—covered by the health inspections of the Albany School Health and Recreation Clubs.

Physical Training B—Eight minutes a day—met by "recreation drills" at 10, 11, 2 and 3 o'clock, daily.

Physical Training C—Twenty to thirty a week—covered in the health talks by the school nurse and in the physiology lessons.

Physical Training D—Four hours each week—covered by the recreational activities of the Albany School Health and Recreation Clubs.

Forty minutes in the regular school program and 90 minutes in after-school recreation, weekly. The boys are directed by men directors and the girls by women directors.

Three hours per week are covered by home and community activities. These activities are checked through the Health and Recreation Clubs as a part of the business meetings, as an order of business. I have posted several reports for your inspection.

ACTIVITIES.

BOYS	GIRLS
<i>Fall—</i>	<i>Fall—</i>
Group Games	Group Games
Athletics	Dancing
Swimming	Swimming
Hiking	Hiking
Soccer	Athletics
<i>Winter—</i>	<i>Winter—</i>
Swimming	Team games
Skating	Skating
Basketball	Swimming
Tobogganing	Dancing
Dancing	Tobogganing
Athletics	Athletics
<i>Spring—</i>	<i>Spring—</i>
Swimming	Swimming
Baseball	Dancing
Athletics	Team games
Hiking	Athletics
Dancing	Hiking
Group Games	

Physical Training E—Sixty minutes per week—met by three twenty-minute periods of formal gymnastics weekly, in the class room, gymnasium, halls, auditoriums, or playgrounds.

The forty minutes in the school program, weekly, of recreational work is handled by the class teacher in most schools. This takes the form of general athletics and games. It is termed the "Athletic Period" and includes two corrective exercises, jumping exercises that cannot be taken in the class room, games, athletics and dances.

The after-school recreation is a part of the Health and Recreation Club work. It is compulsory. For the detailed organization and administration of these clubs, see the Albany Health Messenger for November, 1917.

Let me briefly outline the plant of organization, the activities and our system of credits for each. In the organization of the clubs, the nurses act as "sanitary supervisors," the teachers as "sanitary inspectors" and individual boys and girls as "assistant sanitary inspectors" for the health inspections. The assistant supervisors of physical training act as "inspectors" of clubs, the volunteer

teachers or students of the State College for Teachers as "club directors," and individual boys and girls as "leaders" or "captains" for the recreational work.

(a) Grade Clubs—The grade clubs are made up of all the boys and girls of a grade. Two sets of officers are elected for each grade club, one set of girl officers and one set of boy officers. These officers are selected under the supervision of the school nurse and class teacher. These two sets of officers alternate in presiding when the club meets for health inspections.

(b) Branch Clubs—These clubs represent the boys and girls as separate units, segregated for the recreational activities. A short business meeting is held prior to the active work, thus it was necessary to have two sets of officers—one set for the girls' branch and one set for the boys' branch.

(c) Divisions—Each "branch" club is divided into groups or teams of not less than eight members. Each group, after it becomes permanent, elects a captain.

Most of the activities are taken as team competitions. We require at least three competitive games at each meeting. The games are graded and the instruction becomes progressive throughout the year. For instance, our progressive list of ball games consists of the following: Call ball, circle ball, straddle ball, dodge ball, double dodge ball, captain dodge ball, run dodge ball, base dodge ball, end ball, corner ball, captain ball and basketball. Just now "end ball" and "corner ball" are the games the boys and girls are "crazy about." Records are kept for final rating of teams, clubs and schools. For competitive games a tournament is arranged for teams within a club and schools (especially for girls) and between clubs of different schools for boys. For our standards and group athletic events we have chosen the best from the P. S. A. L. of New York city and Baltimore, from Reilly's Rational Athletics, and our own, and the following list will give some light:

For Boys—

Running, various distances and events.
Chinning the bar.
Standing and running broad jump.

High jump.
Combination dip.
Relays.

For Girls—

Running, all up relay, potato relay, shuttle relay.
Basketball far throw.
Folk dancing.
Balance beam.
Volley ball.

The records of branch clubs make up the records for the grade and school, and trophies are offered for the branch clubs and schools attaining highest averages in standard and group events. In the group events, the best team from each branch club represents the club and school in that event at the spring meet.

All the activities are carried on through the clubs and through team and squad organization.

PHYSICAL EDUCATION IN THE ALBANY HIGH SCHOOL.

Physical Training A—A few minutes daily—covered by daily inspections of the class teachers and special inspections of the school nurse.

Physical Training B—Eight minutes a day—met by the "recreation drills" at the beginning of the second, third, fourth and fifth periods, daily, by class teachers.

Physical Training C—Twenty to thirty minutes a week—covered in the health talks by the Health Director and Physical Directors.

Physical Training D—One hour each week under the physical directors—covered by regular classes (club organization) in the following recreative activities; three hours additional for boys covered in military drill:

ACTIVITIES.

BOYS

Fall—

Football
Soccer
Fall track athletics
Swimming

GIRLS

Fall—

Field hockey
Tennis
Volley ball
Group games

Winter—

Skating
Indoor track
Group games
Basketball
Ice hockey
Tobogganing
Swimming

Winter—

Basketball
Group games
Folk dancing
Tobogganing
Skating
Swimming

Spring—

Baseball
Track athletics
Swimming
Tennis
Hiking

Spring—

Track athletics
Tennis
Swimming
Group games
Playground ball
Hiking

Physical Training E—One hour per week—two periods of 45 minutes per week, 30 minutes on the gymnasium floor or playground. Pupils are required to wear the regulation uniform. The activities are carried on through club organization.

It has not been an easy task to work out a program of this type. I can appreciate the difficulties you have had in planning and putting into operation a recreation program to meet the needs of the children in your charge and at the same time fit the conditions in the various schools, for each school is a separate problem. I know you have burned the candle over your plans to check home and community recreation equivalents and I know you have felt that this part of the requirement was a farce. In fact I have heard school principals who are staunch supporters of the main program, declare the three-hour requirement in home and community equivalents a farce and a nuisance. They feel that four hours in the school program for recreation is too much, but that the one hour of directed play should be as much a part of the school program as the hour of gymnastic drill. I agree with them in so far as the four hours of recreation in the school program is concerned. At the same time I can realize the great amount of good we can do the child by directing his activities during leisure time. Every normal boy or girl gets three hours of recreation per week. Our problem is to interest them in proper activities and direct those activities as far as possible.

THE VALUE OF EAR WORK IN ELEMENTARY GRADE MUSIC

Elizabeth Gleason, Oneonta

THE thing about which I would speak is ear training work which I have carried on in the first six grades for the last year or two. I don't know whether other music teachers find themselves sometimes neglecting this phase of the music lesson a little, or not, but it occurred to me that it would be of help to the children, not only in singing correct tones as dictated in tone drills, but also in the sight reading.

In the first grade, after the children have had some practice in singing the first five scale tones by syllables in various combinations, as 1-2-1, 1-2-3-2-1, 1-3-5, 3-4-3-2-1, etc., I sing one of these very simple phrases using the syllable loo for all the tones. Usually, I call on one child to repeat the phrase, singing the tones by their proper syllables. Sometimes the class as a whole repeats the phrase. A little of this kind of ear training every day soon teaches the children the sound of the scale tones in simple combination, and they learn to recognize the tones by the sound, and repeat the phrases accurately, both as to pitch and syllable names. Later, when staff reading is taught, I place these same simple phrases on the staff, using note heads only, and the sight reading is simplified, because the children have a clear idea of the sound of the tones.

In the second grade, the same kind of work is continued, using the upper tones of the scale in combination with each other and with those already memorized in the previous grade. Such progressions as 8-6-8, 1-3-6, 5-7-8, which sometimes present difficulties in melodies to be read at sight, become so familiar to the children by frequent hearing and singing, that when they occur in staff work, they are sung easily and accurately.

The ear training work in the third grade involves progressions of a little greater difficulty in time, and in the latter part of the year the second and third time motions are introduced in simple form into the phrases sung by the teacher with the neutral syllable.

Of course, throughout this work in the lower grades, the individual children who most need the practice both in hearing and in singing accurately, are called on most often. The element of competition enters in, and it becomes a matter of pride to sing the phrase in imitation of the teacher, accurately the first time. If a progression in a song or exercise presents difficulties to the children, a short drill in this way of phrases leading up to the particular one which causes trouble, and finally of that one itself, accustoms the children's ears to it, so that when the notes are read again, the children have a more definite idea of how the tones represented sound.

The combination of scale and chromatic tones in the fourth and fifth grades can be simplified for the slower children by this same method of ear training, without taking too much time from the rest of the lesson. I have found that the best results are obtained by starting this ear training work in any grade with very simple phrases, or series of tones, and gradually making them more difficult, little by little.

Attention can be given to the matter of tone quality at the same time that the teacher is listening for correct pitch and syllables, and the individual recitation in this phase of the work, as well as in the sight singing, is of great value in raising the standard of the class work as a whole.

I presume this is not at all a new idea, but it is the thing which seems to me perhaps more worthy of comment about my own work with the children during the last year or two than any other. Possibly the necessity for giving attention to children's hearing as well as singing, has been brought home to me more forcibly through my experience with normal students. So many of them are so apparently oblivious to differences in tone and pitch, and I have found that they, as well as the children, improve in their ability to read at sight, in proportion to their improvement along the lines of ear training.

AMERICA-FIRST CAMPAIGN IN MASSACHUSETTS

W. I. Hamilton, Agent Massachusetts Board of Education

MASSACHUSETTS is a typical manufacturing State. To a greater or less degree its problems are identical with those of every other State presenting similar economic conditions. For that reason its experiences with evening-school organizations and allied matter may be useful. At the time of the last national census this country numbered 13,500,000 foreign-born. In 1913, 1,400,000 aliens landed on our shores; in 1914, 1,200,000; in 1915, 400,000. For the most part, they are sober and industrious, accustomed to arduous toil and, as a rule, are moral and trustworthy. They endure adversity and disappointment with patience and fortitude. A great majority are peasant stock, for generations living close to the soil. The adults are, for the most part, unskilled, illiterate, hard-working laborers; many (from one-quarter to one-half) look forward to a return to the land, and begin to save for that purpose.

More than one-third of the immigrants from Italy, Austria-Hungary, Russia and southeastern Europe, from which we have largely drawn since 1880, are absolutely illiterate. From some sections, the proportion of illiterates is more than two-thirds. Compare with the three per cent. of illiterates formerly coming from North Europe, England, Ireland and Scotland.

Well may it be said, "We now have before us a wholly new group of problems arising out of immigration. These new problems are inextricably interwoven into our national destiny; their solution depends upon our powers of social and economic assimilation."

TYPICAL CONDITIONS

We look to education to do its share in the assimilating process. How are we doing it? In Massachusetts we face such conditions as these. Two-thirds of the population of Massachusetts is foreign-born, or the children of foreign-born. Have we taught and are we teaching them to adapt themselves to American conditions? Are we teaching them the personal and civic hygiene necessary to city life?

The Massachusetts hospitals for consumptives are maintained at an annual

expense of more than \$330,000. Foreign-born patients in these hospitals are one and a half times as numerous in proportion to their share of the population as are the native-born. Prevalence of tuberculosis, as of many other diseases among immigrants, is due in large part to two causes: First, the newcomers do not know how best to adapt themselves to a climate and living conditions very different from those to which they are accustomed. Second, they do not realize the importance of attending under these new conditions to rules of health which in the pure air and out-of-door life of their home countries they have been able to disregard.

Are we teaching the immigrant what he needs for industrial safety? In the year 1913-14 Massachusetts paid \$3,000,000 as compensation for industrial accidents. A careful study of the iron and steel industry showed that twice as many accidents occurred among non-English-speaking foreigners as among the native-born or the immigrants who can speak English. A man well informed on the subject stated recently that, in his opinion, the greatest single cause of industrial accidents in Massachusetts was inability to understand the orders of the foreman, and to read and understand safety directions.

For a series of years 40 to 46 per cent. of our immigrants arrived in March, April and May. Have we made provision for drawing them into schools immediately, and teaching them the things immediately necessary?

EVENING SCHOOL NEEDS AND FACILITIES

In many cities and towns successful reorganizations of elementary day-school methods and programs have been made to meet the needs of foreign-born children twelve to sixteen years old. Gradually special classes have been established and teachers have developed skill in teaching them the English language. We have looked to the evening school to continue the education of those children who drop out of day school with only the legal education requirement—i.e., ability to read and write English equal to that required in the fourth grade.

The evening school has also to deal with two other groups: (1) By law, employed minors, between 16 and 21 years old, who cannot read and write English up to the fourth grade standard, are required to attend evening school. (2) In recent years attempts have been made to provide evening school opportunities for adults not required by law to attend evening schools, more particularly those seeking naturalization.

Some communities have made substantial progress in organizing evening work to meet the varying needs of these people, but there is general agreement that on the whole the situation is unsatisfactory. Probably most Massachusetts superintendents and school committees would agree that we are ready to provide evening school opportunities so far as our resources permit, courses and methods formulated, and teachers secured who can successfully do the required work. There are many difficulties in the way of needed extension of such opportunities, the greatest being (1) Financial, (2) Administrative, (3) Pedagogical.

FINANCIAL

The changing population, both because of vastly increasing numbers and variety of conditions to be met, has made rapidly increasing demands upon our resources for the support of day schools. In nearly all Massachusetts communities having a valuation of \$2,500,000 and upwards the entire cost of public schools is paid out of the proceeds of local taxation. The widest possible variation in ability so to support schools is found. The State average of taxable property for each child in day school membership is about \$6,500, yet some communities have a valuation of over \$50,000 for each child in average membership, while in twenty at the lower end of the list the valuation is \$2,000 and less for each child. With few exceptions our communities feel unable to provide more than a legal minimum of evening school opportunities.

Under these conditions it is not strange that of the 36 cities only 14 report 60 evening sessions or more, while the remainder have in most cases 59 to 40. Of the 137 towns, 11 report 60 sessions or more, 19 report 59 to 40, while 239 towns have no evening schools.

ADMINISTRATIVE

It may be fairly said that, on the whole, knowledge of evening school organization and administration is, throughout the country, in an experimental stage. Methods of reaching the people to be attracted to schools, formulation of subject matter adapted to their needs, grouping of pupils, length of term, satisfactory text books, and many other matters await future development. Fortunate is the school superintendent or principal whose day school work leaves him with time and energy to deal in anything like a satisfactory manner with these important problems. In too many cases such conditions do not exist, yet they are the people to whom we look for guidance and direction in conducting evening schools, and where can we find another group of men who could do it better? How are we going to release the time and energy of men for the solution of evening school problems to the same degree as for day school problems? Can we do the work immediately necessary without some such arrangement?

PEDAGOGICAL

In the main, there is no considerable body of teachers with special knowledge of the needs of the immigrant, or the pedagogy of teaching him, what is to him, a foreign language. Our teacher training courses are directed toward the day school, and postulate an English-speaking child, or one who very readily becomes English-speaking. There are no generally accepted standards of what should be taught to non-English speaking people 16 to 25 years of age, or how to teach it so it may become immediately a usable possession. Twenty years ago when we were dealing with English-speaking immigrants day school methods and devices may have furnished acceptable standards in evening schools, but the problem to-day is different. We are face to face with the task of securing a body of teachers, and training them for efficient service with large numbers of new types of pupils.

CONFERENCES, INTENSIVE TRAINING

Such statements and questions give us hints regarding the magnitude of the problem. A brief description of work

carried on in Massachusetts last winter may be helpful. This work is regarded as experimental but we look forward to some permanent agencies for assisting in the development of evening schools. The work thus far has taken four forms:

1. A study of evening school opportunities in Massachusetts based on a questionnaire circulated to all superintendents of schools in October, 1916. The more important facts are published in Board of Education, Circular No. 1, 1917.

2. A method course at the Lowell Normal School for teachers of immigrants in evening school classes. This course is under the direction of the Board of Education through a co-operative arrangement between its department of university extension and the Lowell Normal School. It was given on Saturday and Monday afternoons and attracted more than 200 evening school teachers.

3. A series of conferences at five readily accessible points in the State, at

which problems of citizenship training and other related matters were given a full day's discussion.

4. At each conference was shown an exhibit illustrating:

- (a) Methods of evening school organization and follow-up work by charts.

- (b) Textbooks furnished by the publishers.

- (c) Material obtainable on application to United State Department of Education and Naturalization.

This training course at the Lowell Normal School was given by the Principal and Director of evening schools, Cambridge, Mass. It attempted to acquaint the teacher with the underlying facts and principles upon which successful teaching must be based, with the immediate needs of the foreigner in English expression through an organization of subject matter that will enable him to apprehend and interpret his environment, and an order and method in teaching.

HOW MAY THE TEACHING PRINCIPAL SUCCESSFULLY SUPERVISE HIS SCHOOL?

W. H. McClelland, Perry, N. Y.

THE wide-awake supervising principal sooner or later discovers that many of his most perplexing problems are forced upon him by our present method of grading. We claim our schools are graded, yet every grade, even though it be an A or a B section, is an ungraded grade. We have in the same room the brilliant child, the slow child, the dull child, the backward child, and the feeble-minded child from the moron to the imbecile, the last not of course included.

We are expecting for promotion all pupils to do equally well in all subjects, a thing we ourselves did not do and cannot do now—a thing contrary to reason.

We are expecting all grade teachers to teach equally well in all subjects, and this, too, is unreasonable; only true in very rare cases.

Is it not true also that our pupils go staggering to a greater or less extent through the grades in all subjects because of the annual change in teachers, as the child goes from grade to grade?

Seldom does the child get in succession two equally good teachers in any subject. Sometimes I wonder that the high school child was ever able to reach the ninth round of the ladder.

Our present system of grading is fundamentally wrong, and we prophesy that ten years hence we shall look back with disgust at the present system. Grammar schools will be largely on the departmental plan; teachers will be licensed for subjects and pupils will be promoted by subjects as they should be. What a relief this will be to high-school teachers and principals, since pupils will come to them prepared for their work. We are just entering the transition period. To break down tradition takes time and causes persecution, hence we tread lightly, lest we offend, knowing time heals ghastly wounds. So for the present we shall be obliged to continue wrestling with many knotty problems that our present system invites. The supervising principal to really succeed must first of all be a versatile individual, for

he must be a superintendent, a high-school principal, a high-school teacher, a grammar-school head, a statistician, his own secretary, a diplomat in order to effectively handle a school board, and a general efficiency man in the community. He must also be a good mixer, a total abstainer, and a man highly respected for moral stamina. There is a class of supervising principals and doubtless a few superintendents might be cataloged here, who seem to feel that they are responsible in detail for all the teaching methods and the failures of all the teachers in their school. This assumed responsibility in connection with actual teaching, the routine of office duties, school discipline, the maintaining of school standards, athletics, church, home and community duties make a Herculean task for the ordinary man and its attempt spells inevitable failure for the over-zealous school head. There is great danger, especially with the young supervising principal, in making one's self too officious. Officiousness often spells conceit; and unrecognized presumptuousness in one's self spells doom. Dignity and authority are both implied in the little supervising principal, but these without good judgment mean a short career.

There is another class of supervising principals and superintendents who keep their feet on the ground, viz., the fundamentals of all education; their eyes on the goal, viz., the needs of the business and professional world; their ears open to the best thought products of the best educators. Men who have tact to manipulate successfully school affairs and who have the ability to set mental machinery in motion. Such men believe that, in general, preparation for teaching, teaching methods, and class room instruction are the business of the college and normal school. These men are concerned about raising the ideals of their teachers, and then give them freedom to use their ability to realize these ideals. They stimulate initiative in their teachers by relying in the details of their work, both in matter and method, largely on the teacher's judgment. These men make their teachers feel that they are a large factor in the life of the school. They arouse a sense of personal and pro-

fessional responsibility and self-esteem. They judiciously commend success, and tactfully criticize mistakes. They freely recognize merit, but eliminate manifest incompetency. Such men have a right to expect the best from their teachers and they get it. They know personality to be the strongest asset a teacher possesses. A system-ridden personality makes an automaton. It kills interest and enthusiasm and reacts on pupils. If a teacher can lead, give her the staff; if she is a poor leader, let her become the companion of a good teacher, that she may, if possible, imbibe leadership; if she proves to be devoid of this attribute, then the state made a mistake and should investigate and, if possible, license her for something she can do. Certainly she should be dismissed, even though friends be offended. Personal merit should count instead of personal pull. Children make up the school and have a right to demand good teachers. Salaries are paid that boys and girls may have their chance. Some one has said, "Break down the Chinese walls, which seem to surround many towns and cities, and employ good teachers wherever they may be found. Magnify the office of teacher. Make the tenure of office of good teachers absolutely secure; absolutely insecure for poor ones. Promote for efficiency; dismiss for inefficiency. Pay teachers in proportion to the service rendered."

EDUCATIONAL PROCESSES AND MEASUREMENTS.

It is interesting to note that as we continue to analyze the so-called educational process, the old idea that it takes place as a whole is being rapidly abandoned.

The education of any individual implies an attempt on the part of society to make that individual advance along certain established paths. In certain of these paths the school says all pupils shall advance. These paths are well known as the common branches. In each of these, arithmetic, reading and the rest, the child is expected to advance; hence we immediately recognize not a single educational process but a series of educational processes. If we look at education as a single, large, general process

the task of improving that process seems rather formidable; but if we look at education as general improvement along certain paths desired by school and society the task becomes less formidable; in fact quite simple.

When once the paths of activity for the school have been decided upon the question and problem of the teacher become, How shall I proceed in order to advance my pupils in skill along these paths? What methods must be employed to bring the child to reasonable efficiency in minimum time?

There being no possible claim that any one method is superior to all others, we therefore find teachers and school systems using different methods and with equal success or failure. The problem then becomes one of measurement of the results, be the method of teaching what it may; for surely if education implies advance it must lend itself to measurement just as truly as a boy under training can measure the increase in his chest expansion. The kind of measure used, however, is important. Shall it be subjective or shall it be objective? By subjective we mean the judgment of the teacher supplemented possibly by that of the supervising principal or superintendent. By objective we mean the measure or scale determined by the examination of thousands of individuals in different and widely separated towns and cities. Such a scale is unaffected by the judgment of a single individual, and therefore makes comparison possible. It will show fact instead of mere opinion.

By employing objective scales and measurements a supervising principal may know, as he cannot know by merely visiting class rooms, just how his pupils, his teachers and his school stand when compared with the standard school system. This is standardizing one's school work and every live school man recognizes its value.

A good scale must, first, measure the product in question. Second, it must be simple in its application. Third, it must not require much time in administration. Many of these scales are now on the market. Many of them are excellent. Any one of them is a surer test or measure than the judgment of a single individual. Among them we recognize the

Courtis, Woody, Ayres, Thorndike, Starch, Buckingham, Hillegas, Harvard-Newton and a dozen more, but the first scale that should be used in any school system is a scale to measure the mentality of children. For this purpose the two standard scales are the Binet and the Terman. Children found to be feeble-minded by the use of these scales should be eliminated from any grade before other standard tests are given. These children are not normal and never will be, hence, they should not be allowed to pull down the average of the grade.

A working knowledge of these scales will give relief to every school. There are two in a hundred of our school children, the country over, feeble minded. We all have them in our communities and in our care. Doubtless you are all aware that the state has passed a law that beginning May 1st next every school having ten subnormal children must furnish a special teacher for the group. Where there are less than ten they may be sent to a school possessing such a teacher.

For two years in our own school we have employed a teacher for this special work and to-day we are able to measure the mental ability of our children as readily as a dairyman measures the butter producing powers of each of his herd. This teacher is proving the greatest asset in our grammar school; for in taking the subnormals from the grades the regular grade teachers are able to give heretofore wasted time to the normal children. This teacher also finds time to coach some of the merely backward children and investigates all cases, reported by the regular teachers, of pupils moving in from other towns and not seemingly able to do the work of their grade. Every school with 400 pupils in the grammar school should have such a teacher. She will prove to be the teaching principal's most valued advisor.

This work in our school has made it very clear that we need some way of recording the school history of our pupils as they make it; and this, if possible, in graphic form, so that as the child passes from grade to grade, his teacher may at a glance or in a few minutes at most know quite definitely his school history and his mental ability.

At present our pupils are often misun-

derstood and suffer discouragement and defeat, when quite probably an understanding of the pupil on the part of his teacher would have prevented the calamity.

Teachers are handicapped in this matter and have a just cause for complaint as well as the pupils. Many a parent fails utterly in home training with one or more in a group of from one to ten at the most and they have them from boyhood. Why should a teacher be expected to take from thirty to fifty with no previous knowledge of them and advance each one in ten months to the satisfaction of parents, the principal and herself? She needs all the help possible at the beginning of the term that she may become acquainted with her flock and thus be guilty of as few shortcomings as possible for the sake of the children in her care.

To meet our own needs, and it may meet yours, we have devised a scale that will by comparison tell school history at a glance. The abscissa or horizontal axis is divided into the twelve grades or years of school life. The ordinate or vertical axis is divided into age years, from six at the bottom to eighteen at the top. A red line is drawn diagonally across this checkered card, from six, the time the child entered school, to eighteen, the time he completed his high-school course. This red line represents the school history of the regular or perfectly normal school child. It is the scale.

The actual school history of each child is recorded by a black line. In case a grade or section of a grade is repeated, the black line retraces, but opposite the proper age. In the squares above the grades where abnormal conditions occur, the teacher is asked to state briefly any possible explanations as sickness, truancy, home conditions, general health, mental effort, etc. Other facts of value to the student's school history should be recorded from year to year, as thrift, outside work, musical talent, hobby, etc.

These cards pass from grade to grade with the pupil and the new teacher is able in a few days to know the school life complete of each one in her care. Many of the smaller schools find it impossible to employ any of the so-called supervisors; but this condition can be

easily overcome by making sure when securing new teachers that they are qualified to take charge of some field of special work. Our first primary teacher has for several years been responsible for all reading in the lower grades, and gives after her dismissal time phonetic drill in each of these grades once a week. Another primary teacher has supervision of primary music as the regular supervisor of music has more than she can do. Still another primary teacher spends two hours after her dismissal time doing clerical work in the office. Our kindergarten teacher is the supervisor of penmanship and gives, after her dismissal time, one lesson a week in each room. These lessons are followed by a ten minutes' drill each day by the regular teachers who have either completed the Palmer normal course for teachers or are taking it. One of our fourth-grade teachers, a local woman, has supervision of the library and the loaning of books.

To be sure we pay these teachers a slight compensation, from \$25 to \$50, for this extra work; but the chief reason why they wish to do it is because it offers an exceptional opportunity for self-improvement. We find it invariably makes a good teacher a still better teacher. It stimulates interest, enthusiasm and loyalty; and is of incalculable value to the teaching principal. In summary let me say:

1st. The supervising principal should take frequent personal inventory early in his career to make sure he is the man fitted to direct so important a work as the education and character building of our boys and girls.

2nd. Elevate the position of teachers that they may be eager to give their best cheerfully.

3rd. Eliminate so-called teachers for pronounced incompetency.

4th. Use standard scales and measurements intelligently and persistently follow up unsatisfactory conditions.

5th. Use some means of acquainting his teachers with the pupils' school history.

6th. Enlist the services of qualified teachers in supervising school work.

7th. In all school administration feel the pulse of the future, plan wisely, act well.

A FEW "DON'TS" IN PENMANSHIP

Sophie C. Becker, Supervisor of Primary Grades, Buffalo

THE good teacher and the wise mother no longer say, "Don't, don't!" until the child cries out in desperation "What can I do?" but they give instead hints of proper and interesting things to do so that the wrong impulse may be inhibited. Teachers too are told oftener what not to do than what activities to substitute for the forbidden ones; therefore, to-day all my don'ts shall be found in the title and not in the body of my talk.

When the director of writing and I planned that our first grade babies should not make pot-hooks the first term, we knew that teachers who had 50 little hopefuls to keep occupied would cry out "What shall we do for seat work, then?" We knew something worth while must be given instead of writing, and that it must not be a sedative but real work that would train children to see form, gain control of their muscles and so prepare for the real writing in due time.

The question naturally arises as to why we defer writing to the second term. I think every thoughtful supervisor of primary work must be appalled by the rapid increase of spectacled children in her grades. The near-sightedness is growing alarming. We have done some serious reading on the causes of the increase of eye trouble and of other nervous signs and we have learned that experts agree that it is due to near work, bad position, improper light, but chiefly to nerve strain from the premature use of the finer muscles of the eye and hand. Huey, Cohn and other experts say that both reading and writing during infancy, that is, before the age of eight years, tax prematurely the finer eye muscles, causing nearsight, accompanied by atrophy of the choroid (Cohn Hygiene of the Eye); that to look at any word nearer than a yard involves great eye strain at this age; that in copying words this eye fatigue is accompanied by muscular fatigue of arm and body in unnatural pencil holding and in the effort to co-ordinate the fine hand muscles prematurely. Nature is not ready for this co-ordination yet, hence the process is damaging and wasteful.

If that were not sufficient cause to throw all traditional practice to the winds, we know from experience that most of the writing done in first grade is wasteful of the child's effort, because he does much without supervision, developing wrong habits of pencil holding and of letter formation, which habits have to be unlearned by long and painful practice. I have seen a child make rapidly all the significant figures from the bottom up!

Aside from these considerations, what desperate need is there, after all, for children to write the first year of school? It is simply a foolish tradition which we are perpetuating when we might use the child's time and effort more profitably and healthfully.

Since "Motor activity is the most vital factor in education" (Dewey) we are giving, instead, to our six-year-olds the opportunity to work with cubes, sticks, splints, clay, crayon, paper, scissors, wood, etc., allowing them to use their hands and eyes naturally in the making of things worth while to them, during the seat work periods.

Unconsciously the children are getting by these means, ideas of form and control of hand and eye, so that after twenty weeks they are ready to follow intelligently and easily the motions necessary in writing a word. By this time they know what written language is for and they have a mental picture or idea of the meaning of the words written; it is no longer the making of meaningless marks. The child has come to the place where the art of writing is useful—he has a real need of it, for if he has drawn a picture of Red Hen and her nest, mother must know what it's all about so the title must go under the picture.

The writing then is very large, made with crayon held as we hold chalk. Previously he has practiced it on the blackboard with large arm movement.

We have found clay modeling to be one of the finest means of training the child for writing. In this work he observes form very closely, because his interest is keen to make the object look

like something he has seen; his sense of touch is trained in estimating how much muscular strength and movement of thumb and forefinger will make the Humpty Dumpty look like an egg. He will be particular to put the marks on Jack Horner's pie so that it will look like mother's pie, to curl Piggy Wig's tail just like the picture, to put the button on Bo Peep's apron, etc.

Free drawing is another delightful means of getting perception of form. The child is held to no strained or minute effort at line, stroke or curve, but little by little he aims to make things look like the forms he is seeing. Some teachers keep a collection of fascinating patterns of Red Hen, Gray Duck, Piggy Wig, etc., on the work table to which children have access. These are traced, cut or torn, colored and mounted to make a story poster. Sometimes a tree is put as a background, or a fence in the foreground, and the picture is complete.

Stick laying in original and copied design is valuable for perception of form. Pegs or lentils are useful to lay outlines. Paper tearing to an outline, also free tearing and paper cutting are of great service. Blocks of various sizes used in building train in judgment; picture puzzles fascinate and train in observation of form, picture books, alphabet blocks and scrap books are good.

Free play should not be restricted to the kindergarten. In every well-regulated first grade room the children should have access to a work table from which they may select the materials with which they choose to work and should be free from interference by the teacher. I would add to the things already mentioned some thin pieces of soft wood of various shapes, a hammer, nails, soft cloth, large needles, coarse thread, doll clothes patterns, so that the carpentering and home-making instincts of children may find expression. I have seen children so engrossed over such work that the problem of discipline was solved. Busy children are good children.

A further busy exercise in recognition of form has to do with the reading lesson. Large cards containing the first three and four stories of the Primer are printed and cut up; first, into lines which are

laid without calling for individual words; next into word groups and separate words. Very much later the letters are laid to spell words. Care must be taken to have them large enough.

Nature study is a fine means of training in observation of form. Children learn quickly to look for characteristics of form, color, number, etc., in seeds, leaves, body parts of insects, etc.

How valuable to the child were it, if we might use the writing time of the first whole year in getting him to speak good English. In the poorer districts the language is mostly that of the street or the monosyllable dumbness of the foreigner. Let us use this period for oral English getting children to talk freely of their home interests, of how to make things, of games, and in the reproduction of stories told by the teacher, in making new stories, in dramatizations, etc., helping the child in self-expression along language lines.

I believe the time is close at hand when the first grade will be an extension of kindergarten activities, when children will not be required to master formally, the tools of reading, writing and number until they have passed from infancy to childhood—after the brain has made its adjustments naturally and is ready for this work. We may not force children into occupations too advanced for their stage of development without doing them a lasting injury. We should also remember that children gain quickness and muscular control in physical and gymnastic exercises and games. At least half of the school day should be given to these activities.

When we begin to write it seems to me that we should avoid all meaningless work even as we avoid it in reading and number. All signs should have a meaning; single letters at first have no meaning. It seems to me that our reading and writing should go hand in hand. We can use the easy words of our reading lesson for a writing lesson and gradually work toward the whole sentence.

Lastly, we who know the young child's limitations should not look for minutely accurate letter forms in very young children's work. Dr. McMurry says "No teacher in his senses will set up perfect, formal accuracy in the writing

of first or second grade children as a standard. It is only slowly that children acquire reasonably accurate and legible forms. All skill and precision are acquired slowly."

The tendency has been to crowd little children and make them do painfully and laboriously at six years of age what will be done easily and joyfully at eight years. Drill is necessary in writing and it is unfortunately a monotonous repetition, which, to the young child is irk-

some and a great strain. Therefore, let us put it as late as we may and at a time when the child's understanding of its necessity and his ambition to do mechanical things as well as his neighbor, may furnish the needed stimulus for the strained attention to detail that is necessary for good penmanship; and also when his muscles are sufficiently hardened and controlled to prevent undue fatigue. Let us not sacrifice our little ones on the altar of so-called efficiency.

ADDED OPPORTUNITY FOR TALENTED PUPILS

Mrs. Catherine Couch, Utica

WHEN this topic was assigned me I hesitated—not that we have no bright pupils in our city—we have. But the work which I intended doing I felt must be done with all the pupils, else would the floor be strewn with broken hearts. Therefore it was really to be an opportunity for all pupils.

Last spring I attended the Eastern Art Teachers' Association in Philadelphia. It was just after the United States had declared war and therefore that was the thought uppermost in all minds and foremost in conversation. At the meetings the first day one question seemed to be hurled at us again and again, "What are you going to do?" "What are you going to do?" It seemed easy for the Domestic Art, the Domestic Science and the Manual Training Instructors, but I could find no answer for myself. That night I slept little and thought much. The next day I told Miss Olcott I had decided we could do our part same as others. I should have my seventh and eighth grades decorate simple pieces of tinware, then sell the objects and give the proceeds to the Red Cross.

When school opened in September I received permission from the superintendent to "go ahead." First I visited the ten cent stores to buy up the tin articles I had in mind. They had none. The next few days were filled with disappointments, for not one of the articles which I had planned to use could be found. I sat down to think and reached the conclusion first, that the problem under such circumstances was much more interesting; second, that I would now carry it through anyway.

I went out to my trash barrel and disappeared over the side. I rose to the surface with an olive bottle in one hand, a Crisco can in the other, and joy in my heart. I placed the bottle and can on my desk beside a piece of heavy cork linoleum, the plain brown of quarter-inch thickness, and in a few minutes had my plans made.

In the fourth grades we would make calendar mounts and grocery pads; in the fifth, writing pads, memo pads; in the sixth, twine boxes, banks. The seventh grades would paint and decorate tiles, pin trays or ash trays, pencil trays, small square tin boxes; the eighth, olive and cherry bottles, certain tall tin cans with a rolled edge, round tin boxes, pressed paper cups and boxes.

All the pasteboard work, with the exception of the writing pads, was made from the backs of the drawing pads, then covered with colored construction paper and the pupil's design applied and colored with water colors or tempera. In the seventh grade our tiles were made from remnants of cork linoleum, bought for a small sum. This was ruled and cut with a sharp knife into the desired sizes by the boys. Then they were treated to a flat coat of Sapolin, then the design transferred on and colored with Sapolin. When dry they were varnished with Val-spar, making them water and heat-proof. These were to be used for teapot or flowerpot stands, or the smaller ones for coasters.

The pin trays were made from the covers of Crisco cans. These covers are very firm and have a rim and rolled edge and when decorated are very attractive.

Again a plain coat of Sapolin was applied, white, pink, gray, as desired, then the design painted on with other colors or tones of the Sapolin.

The pencil trays were the lower part of Nabisco boxes. Camphor ice boxes and other oblong and square boxes were decorated in this grade.

The eighth grade pupils brought good shaped bottles and round tin boxes, applied the flat coat of paint and then their design. We found pressed paper jelly cups, decorated them and then fitted a small glass inside for a flower holder. In the peanut butter receptacles we found the "two for five" jelly cups would fit and make good holders for pansies and other short-stemmed flowers. The rolled edge tin cans were good for bunches of daisies or any large masses of flowers, or for plants. Such an abundance of material was brought in by the children that in some cases we had to request they stop.

Sapolin comes ready for use and in a great number of colors. These colors mix together for the softer tones as readily as water colors. I bought the quarter-pint cans, red, orange, yellow, green, blue, black, white. I sent an assortment of about two dozen cans to

each upper grade school to supply an average of two hundred and fifty pupils. It proved a sufficient amount. Six bristle brushes and a bottle of turpentine were also needed.

When putting on the plain coat the pupils went to the table in relays of a half dozen. When applying the design each pupil provided himself with a baking powder can cover, went to the table and dropped a few drops of the colors needed into the cover, took an old water-color brush and went back to his seat to paint. All designs were first worked out on paper and colored.

There were many very excellent things turned out and of course some very poor ones, but every child felt a joy in making a useful and attractive object from material ordinarily thrown away. Our population is largely foreign and many of the vases (?) in these homes are ugly in form and gaudy in color. The teachers in some schools have decorated good shaped bottles and jars in soft, quiet colors for their school room. We may color some to use in our object drawings. The children will buy their own work, or the school will have a sale on parents' and teachers' night. The proceeds will be given to the Red Cross.

CLASSICAL READER LEAGUE—HONOR ROLL

Laura E. Allen	Fabius	Lat. B and D
Winifred S. Allen	Brooklyn (768 Union St.)	Lat. A, B, Greek B
Bessie H. Ash	Oxford	Lat. A and G
H. B. Ash	Schenectady	Lat. B and D
J. P. Behm	Syracuse	Lat. A
John Ira Bennett	Schenectady (Union College)	Lat. C
Emily E. Brown	Binghamton (178 Hawley St.)	Lat. A, C and D
Celia E. Byrne	Syracuse	Lat. A
Delia Champlin	Wallkill	Lat. B and D
Lewis H. Clark	Sodus	Lat. A
James O. Codding	Binghamton	Lat. A and B
Frank H. Coffran	Buffalo (Marston Park, H. S.)	Greek B
Grace E. Coman	Johnson City (198 Main St.)	Lat A and C
Harriet J. Coman	North Tonawanda	Lat. A and C
Mabel Cone	Avon	Lat. D
J. D. Cooke	Truxton	Lat. A and B
Nellie F. Cummings	Wells	Lat. A
Henry S. Dawson	Buffalo (175 Plymouth Ave.)	Greek B
Alice M. Dowd	Madalin	Lat. C
Grace Eisenberg	Newark Valley	Greek B
Jennie Feldin	Lockport (10 Elmwood Ave.)	Lat. D, E and G

Grace L. Fenton	White Plains (17 Church St.)	Lat. C and D
William L. Furman	Westfield	Lat. C and D
Irene L. Frear	Albany (598 Madison Ave.)	Lat. A
W. M. Galloway	Syracuse (Central H. S.)	Lat. A
James O. Gilmore	Rushford	Lat. A
Emilie J. Goulding	Syracuse (700 Midland Ave.)	Lat. A
Sister Grace	Buffalo (Holy Angels Academy)	Lat. A and G
Franklin F. Gunn	Glens Falls (14 Center St.)	Lat. D, Greek G
Hyra H. Hanson	Toledo, Ohio (136 The Belvedere)	Lat. B and D
Catherine Hill	Niverville	Lat. A,B,C,D, G'k A
Millicent A. Hinckly	Syracuse	Lat. A
Orlando J. Ives	Davenport	Lat. A
Anna M. Jones	Utica (Free Academy)	Lat. D
Beatrice K. Kellogg	Longlake	Lat. B and D
George Dwight Kellogg	Schenectady (Union College)	Lat. D, Greek D
Mrs. R. Kendig-Eaton	Schaghticoke	Lat. A and C
Mrs. Harriet W. Kitts	Schenectady	Lat. D
Elizabeth Lawson	Rockville Center	Lat. A
Caroline M. Locke	Mt. Vernon (Wallace Ave.)	Lat. A
Florence A. McDermott	Saugerties	Lat. A, B, Greek B
May S. McDowell	Brooklyn (20 Cooke Ave.)	Lat. D
Retta Maloney	Syracuse	Lat. A
Annie A. Marion	Syracuse (154 Beverly Rd.)	Lat. A
Emily D. Martin	Albany (380 Hamilton St.)	Lat. A and B
Alvah T. Otis	Waterville	Lat. A
A. A. Partridge	Rochester (East High)	Greek D
Faunta B. Perkins	Watertown (302 Ten Eyck St.)	Lat. B and E
Stella L. H. Post	Hancock	Lat. A
Adelaide Post	Canton	Lat. B, Greek B
W. H. Powlesland	Syracuse (278 W. Lafayette Ave.)	Lat. A
F. A. Reynolds	5 W. 125th St. New York, N. Y.	Lat. B
Mabel V. Root	Catskill (49 Spring St.)	Lat. F, Greek C
J. M. Round	Homer, N. Y.	Lat. A and C
Warren L. Russell	Jackson Ave., Queens, L. I.	Lat. C
Frances F. Sackett	Candor	Lat. A, B and C
Maud G. Selden	Phoenix	Lat. A
Marion H. Short	Batavia (39 Tracy Ave.)	Lat. A
Mrs. Anna Ray Silvers	Wyoming, N. Y.	Lat. A and B
Alice M. Slawson	Hamburg	Lat. A
Blanche L. Sloat	Watertown (H. S.)	Lat. B and E
Evelyn Sloat	Haverstraw (H. S.)	Lat. C and D
Mrs. Luella D. Smith	Hudson	Lat. C
Jared W. Scudder	Albany (Academy)	Lat. C and D
Maud L. Smith	822 Irving Ave., Syracuse	Lat. C
Michael Solomon	1327 Bristow Ave., New York	Lat. B and Greek B
Alice M. Southwick	7 Wallace Ave., Mt. Vernon	Lat. A
Grace I. Spencer	Utica, 1508 Oneida St.	Lat. D
J. Allison Stevenson	Brooklyn, N. Y., 876 Lincoln Pl.	Lat. A
Daniel W. Terry	Cazenovia	Lat. D
Arthur M. Townsend	Brooklyn (Erasmus Hall, H. S.)	Lat. B
Gertrude J. Tucker	Alden	Lat. A and D
Mrs. Minnie Trepani	Congers	Lat. A
Mary L. Warren	Port Byron	Lat. A and C
Walter B. Wildman	139 W. 91st St., New York, N. Y.	Lat. A and C
Margaret J. William	Utica, 1508 Elm St.	Lat. A

EDITORIAL

George P. Bristol

A FIELD FOR SERVICE

BESIDES the war, which is first in our thoughts and on our lips to-day, there is another war which is endless—the war against Nature. It is the price which man must pay for his pre-eminence in the natural world, the cost of his emancipation from the control of biologic laws, and of his interference with them. Man alone of all beings on the earth refuses submission to natural law. Man defies Nature, dominates her, and makes her his servant instead of his mistress. For example, man easily oversteps the geographical limits which restrain the distribution of every other species on the earth. Nature confines her other children to movement in one element only, while man goes his desired way on earth or through air or water. Well has he been called by a famous English zoologist "Nature's insurgent son."

Nor is he content with disturbing in his own person these ancient laws. He extends his power so as to include many other animals, modifying their habits, changing their normal development, regarding them solely from the standpoint of his own interest. Unquestioned master in his kingdom he rules his subjects that they may better serve him, and views with pleasure their dependence for very life on his care. He has changed nature's children. They no longer thrive as before. They delight the eye of their master, but their beauty is that of a hot-house plant, or as the artificial bloom of a city-bred child. They increase in numbers, to be sure, as never before, but the diseases which attack them increase even more rapidly. Nature takes her sure revenge for man's disturbing interference with her laws.

Nor does she stop with the animals. While he has made all nature to serve him and much in nature to be dependent on him, man finds that now, far from being freer than before, he has become dependent on these creatures that serve him. Diseases bred of changed and artificial habits of life in animals sweep away in countless numbers the cattle,

sheep and swine on which their owners depend for a living, and even threaten the lives of their masters. Man easily changes the habitat of some animal, either for a useful purpose or out of pure caprice, only to find that he has disturbed nature's fine balance to his own harm. Of this the rabbit in Australia, the English sparrow in America, and many varieties of harmful insects are illustrations.

But man is not conquered, nor is he to be conquered, in this conflict. He persists in his effort, studies nature's own ways more minutely than ever, and uses her discovered processes to sustain him in his place of power. He learns that the science of death is the science of life, and that the fuller knowledge of life, in the widest sense of the word, is the only key to victory. Without biology our modern life, community life as we have developed it, would be impossible.

These truths have been known for half a century, and the applications of them in practice are numerous. But for most of us, if we thought of them at all, they have remained questions of academic interest. We have not felt the importance of recognizing them, or of compelling universal compliance with their teaching.

But this year it all looks different. We realize now that the civilized world must have food and clothing, and that there is a world-wide scarcity of both. No longer is a cattle plague in Texas a matter of indifference to us. No longer can any of us hear undisturbed of an epidemic of hog cholera, or of the prevalence of diseases which diminish our supply of milk or of eggs. We are not so independent of our "dumb brutes" as we may have thought. We are losing immense sums of money each year by the ravages of controllable diseases. The direct loss last year was estimated at more than two hundred millions of dollars. The indirect loss was even greater and cannot be ascertained.

We people of the United States have undertaken a mighty enterprise. We

must rid ourselves of every hindrance to our largest efficiency, both as individuals and as a nation. Our government is doing this by calling into its service the pick of the medical profession. This means that not only during the present war, but for the needs of the larger army we shall certainly have in the future, the government service will call for a larger proportion of men trained in the practice of medicine than ever before. And this holds good of those skilled in the medical treatment of animals. We are facing a shortage of physicians probably, and of veterinarians surely. This means that we must find and train more young people to take the places in private practice thus left, and, what is even more important, to keep up that constant study of diseases by which alone we can win in the constant fight which we must wage as the price of our lives. Medicine, in its restricted and usual sense, the healing of human beings, is the oldest of the professions. Its appeal for support will not likely go unheard or unanswered. Veterinary medicine is one of the newest professions, and there is grave danger that its claims may not be recognized or sufficient heed given them to obtain the needed recruits for the next generation. Where are we to find the boys who will take up this work? Naturally, it seems to me, nearest the localities where their services will be wanted, that is on the farms or in the villages. City boys have little to do with animals, and have no interest in them. Far different is it in the country. Both boys and girls grow up in close contact with horses, cows and poultry, and also, though less frequently, with sheep and swine. They learn to feed and care for them, to like them. Here and there there must be one, many in all, whom the scientific protection and skillful healing of animals would attract if rightly brought to his attention.

How may these boys be found and reached? The country needs their services. They can be assured of a successful career, if reasonably capable and industrious. District superintendents and teachers in rural and village schools have a chance to pick out the likely fellow, and to interest him in the question. I appeal to them to study the situation.

This state, several other states, provide the college training needed. An enquiry addressed to any one of these colleges will bring suggestions and full information about the conditions and the prospects in the profession. Of its great importance to all of us, an importance which is steadily increasing, there can be no doubt. War brings an amount of waste which cannot be prevented. There is all the more reason why we should not tolerate waste and loss in our domestic animals which can be prevented; and which, if we are to maintain a reasonable comfort for the great masses of our people, must be prevented.

A fellow that doesn't benefit the world by his life, does it by his death.

The rose has its thorns, the diamond its specks, and the best man his failings.

Falsehood. The first sin committed in this world was a lie, and the liar was the devil.

Send your son into the world with good principles and a good education, and he will find his way in the dark.

Love is the life of the soul,
It is the harmony of the universe.
—Channing.

Happy is he whose good intentions have borne fruit in deeds, and whose evil thoughts have perished in blossom.—
Scott.

What are the aims which are at the same time duties? They are the perfecting of ourselves, the happiness of others.—
Kant.

Fight hard against a hasty temper. Anger will come, but resist it stoutly. A spark may set a house on fire. A fit of passion may give you cause to mourn all the days of your life. Never revenge an injury.

He that revengeth knows no rest:
The meek possess a peaceful breast.

STATE DEPARTMENT OF EDUCATION

Hiram C. Case, Chief of Administration

THE WORK OF MEDICAL INSPECTION
IN NEW YORK STATE FOR THE
YEAR ENDING JULY 31, 1917

THE annual report of the State Medical Inspector of Schools for the year ending July 31, 1917, shows that 394,091 children were examined in our public schools during that period. Sixty-eight per cent of all children registered were examined and reported

upon. 335,401 defects were reported while 79,791 defects were corrected. Nearly 24% of all defects reported were treated.

The following table indicates the number and percentage of various defects found, and the number and percentage of various defects corrected, among the 186,380 school children examined in cities and villages under superintendents:

	Number of defects found	Per cent. of defects found	Number of defects corrected	Per cent. of defects corrected
Vision	14,970	.088	5,067	.33
Hearing	2,610	.013	800	.30
Teeth	58,727	.31	14,693	.25
Nasal breathing.....	12,812	.068	1,969	.15
Hyp. or diseased tonsils.....	30,642	.16	3,687	.12
Nutrition	12,034	.064	3,414	.28
Heart	1,848	.099	585	.31
Lungs	543	.003	371	.62
Nervous system.....	1,518	.008	566	.37
Deformities	2,173	.01	1,036	.47
Skin or scalp.....	9,341	.05	8,117	.87
Other defects.....	14,976	.08	5,094	.34
Total defects found.....	159,172		45,360	.28

The following table indicates the number and percentage of various defects found, and the number and percentage

of various defects corrected, among the 207,711 children in schools under the direction of district superintendents:

	Number of defects found	Per cent. of defects found	Number of defects corrected	Per cent. of defects corrected
Vision	19,074	.108	5,091	.26
Hearing	4,908	.027	801	.16
Teeth	65,455	.371	17,276	.26
Nasal breathing.....	17,993	.102	1,876	.104
Hyp. or diseased tonsils.....	46,351	.263	3,547	.076
Nutrition	4,791	.027	800	.166
Heart	2,345	.013	503	.214
Lungs	940	.005	238	.25
Nervous system.....	1,909	.01	494	.25
Deformities	1,097	.006	243	.22
Skin or scalp.....	3,731	.02	2,765	.74
Other defects.....	5,172	.028	1,241	.239
Total defects.....	176,229		34,431	.19

Nearly seventy-five school nurses have been added throughout the state during the current school year. More than thirty of these are employed in the rural sections. Seventeen registered nurses

are doing both the work of the school nurse and the physical trainer. Many villages throughout the state with a population of 5,000 or less are now utilizing the school nurse in their health educa-

tional work in the schools. The school nurse is rapidly becoming an indispensable factor in the successful application of health measures among school children.

ARBOR DAY

The observation of Arbor Day in this state exists by order of the law. Last year we endeavored to adjust the functions of the day to the gradual approach of the season from the south by dividing the state into districts and fixing a different Friday for each district. So far as we have learned, this divided celebration, which really gives three days instead of one to the service of the trees, has been successful.

Therefore, this year, under authorization given me by statute and upon advice of the Director of the State Museum, I proclaim the following dates for the observation of Arbor Day:

First district: Long Island and counties of Southeastern New York, including the counties of Putnam and Dutchess, Friday, April 19th.

Second district: All of New York not included in the first and third districts, Friday, April 26th.

Third district: Northern New York, including counties of Warren, Hamilton, Herkimer, Lewis, Jefferson, St. Lawrence, Franklin, Clinton, Essex and the Catskill region in the counties of Ulster, Delaware and Greene, Friday, May 1st.

One more word to teachers and pupils about the observance of these days: in a time like the present he who makes a tree grow where no tree grew before does a distinct public service. Let this be your thought in the special observance of these days, for only such a crisis as that confronting us, with its unescapable shortages of food and fuel, can make us realize how imperative a duty to the state it is that every soldier in the great educational army of this state shall do his part in maintaining the integrity of our orchards and forests.

JOHN H. FINLEY,
Commissioner of Education.

NEW YORK STATE BOYS WORKING RESERVE

The New York State Boys Working Reserve is a branch of the National

Working Reserve that has for its function the increasing of the food supply by placing on farms boys between sixteen and twenty-one years old. The director of the New York State Boys Working Reserve is Mr. Henry D. Sayer and his office is at 230 Fifth avenue, New York city. Circulars of information and blank forms of enlistment are in preparation and will be distributed very soon to all the schools of the state and will also be available through various other agencies.

So far as concerns boys in high school, the Boys Working Reserve is operating in conjunction with the State Education Department, which will determine conditions under which boys may be released from school for service on farms.

The Boys Working Reserve has organized or is organizing, in conjunction with the State Education Department, for effective supervision of the working boys in every county in the state.

Under conditions set forth in a circular recently issued by the Education Department, pupils under sixteen years of age may be released for farm service in accordance with the compulsory attendance law and the labor law and may receive credit for their school work on the certificate of the principal that a satisfactory standing had been maintained in school work up to the time of the release, but the maximum number of counts that can be granted on certificate for one year's work is 19, the maximum number for two years is 38, but when applied to a college entrance diploma, only 30 counts can be allowed for the two years.

For a full statement of the conditions, see the circular recently issued by the Department, published in the last number of the Department Bulletin and sent to every teacher in the state.

The co-operation of teachers and school officers is earnestly solicited to the end that this much needed aid may be rendered without doing injury to the school work. Care should also be exercised in seeing to it that pupils who go out to work do not thereby get more school credit than they would have gotten had they remained in school.

THE SCHOOLS AND THE THIRD LIBERTY LOAN

To Superintendents and Principals:

THE work done by the schools of the Second Federal Reserve District in the two previous Liberty Loan campaigns is a matter of congratulation to the school system of the State. We look to you again with confident assurance that even better results will be achieved in the campaign for the Third Liberty Loan, to begin April 6, 1918. The war situation is more serious than many imagine. The service that can be performed best by the schools is not in the actual sale of the bonds, although that is important, but in the dissemination of accurate information, the distribution of literature, and in the spreading of propaganda relating to the campaign. It has been said that the chief work of the schools is not to sell bonds, but to teach bonds. It should not be forgotten that a great deal of the most effective work is accomplished without the personal service of bond salesmen. The children are interrogators while at home, and this tendency may be increased by suggestion and direction with the result that the children will talk and ask about Liberty Bonds at home during the entire period of the campaign. Talking and querying about Liberty Bonds is the first step toward the placing of definite information in the home, and this is the first and greatest service that the school boy and girl can do for the Government. However inexperienced or poor a salesman the child may be, his message will always be sure to get a hearing in his own home. Questions and information on the Liberty Loan will be carried into the homes by the children. Taking advantage of the interest thus aroused, principals and teachers should invite the parents to patriotic meetings in the schoolhouse.

As the pupils should have for their main service the spread of Liberty Loan propaganda rather than the sale of bonds, so superintendents, principals and teachers have their special opportunity not in selling bonds, but in teaching Liberty Bond facts and assisting in bringing together all the homes in the community to further the work of the Government. The natural place for parents to come together is the neighborhood school building,—a place where meetings may

be arranged in accordance with plans to be worked out with your local Liberty Loan Committee. We suggest that the school building be used in the afternoons after school and in the evenings, for both fathers and mothers. Care should be taken to see that such plans do not conflict with the other activities of the local Liberty Loan Committee, and that practical results are secured by having the Committee arrange to take subscriptions at such meetings. The superintendent and principals in each community should, by study, place themselves in a position to instruct the parents definitely on all phases of the Loan, to supplement and make complete the impression left in the parent's mind by the suggestions of the children. With the experience of two Liberty Loan campaigns as a background, superintendents, principals and teachers should find themselves well equipped to give information on the simple facts of Government finance from the source book which was placed in the hands of every teacher during the last campaign and from the announcements as to terms and other details of the forthcoming Loan, to be made known. Facts should be presented to your community in the manner best suited to the needs and exigencies of the local situation.

In addition to the work for pupils and parents in neighborhood meetings at the schoolhouse, the school officer, by study, by reason of the habit of public speaking and by reason of such executive experience as he may have, is more or less particularly fitted for active participation in the work of the local Liberty Loan Committees. The school man or woman can bring to the committee the judgment of this experience. The superintendent's training as a speaker, particularly his experience in presenting subjects to his own Board of Education or the city financial authorities, makes him a valuable member of any such committee. The relations of principals and teachers with a great variety of parents should give them sound judgment on the kind of appeals best adapted for the multiplicity of homes and people to be reached by the Government. For these reasons you are asked to place yourself in touch with the local Liberty Loan Committee, either in your

own community or in the nearest place in which such a committee is organized, and put yourself at its disposal. In a great many places the school officer will be asked by those charged with the duty of forming the local Liberty Loan organization to become a member of the local Committee. Such requests should be accepted at once and the most active co-operation given. Much of the committee work in which you may be asked to participate has been planned and organized in accordance with the practical experience of business directors, and in harmony with general orders of the Treasury Department. Your service will consist in adapting your skill and personal effort to the existing plans of those officially in charge of the Loan, rather than in creating different plans, however workable, in different localities. You may rest assured that no brake is to be put upon originality of suggestion or the resourcefulness of any fertile brain; the personnel of the managing committees will guarantee the survival and development of any worthy plan on its merits.

Your function is:

1—To spread information and general interest in the Loan in the homes of the children.

2—To bring the parents and other adults into the school to complete the instruction carried home by the children, and at such meetings to see that a practical result is achieved by getting the local committee to take subscriptions for the bonds.

3—To serve wherever requested on local Liberty Loan Committees.

Between the home, which is the proper sphere of activity of the school child, and the large business house, which is not, there are a very large number of smaller stores which were in many cities successfully canvassed by a certain type of high school pupil with innate selling ability, possibly developed by experience in securing advertisements for a high school paper. The service of this type of pupil can be made to tell in a loan campaign. Pupils should, however, be chosen to do

this work only on the definite information basis of the work they have done in preceding drives, or by other known standards of selection. In addition to rendering invaluable service in homes where English is not spoken, pupils of foreign birth or parentage have been successful in selling bonds among people of their own tongue. It is reported that a Polish high school pupil went out the first noon of the last campaign, addressed a crowd of forty or fifty Polish workmen in front of a factory and sold twenty-three bonds. A superintendent in California reports conspicuous success in selling bonds on the part of Japanese boys attending public schools there. Finally when you are asked to send a report on what you did and how you did it, do not think that your own local story is not of interest to the central bureau. However small your community or its school enrollment, your experience in this drive is an indispensable contribution to that of the great nation of school workers and may contribute some suggestion of great value for the next campaign. We may, in the not distant future, be called upon to work many times for Government loans. Do not forget that the training of the children in Liberty Loan working, talking and thinking, may have its compensation in preparing their minds for greater tasks and sacrifices when they reach the age for adult service. But in all your work, whether or not undertaken as a member of the local Liberty Loan Committee, be sure that your endeavors harmonize, and do not run at cross purposes with theirs. Much trouble and loss of time will be avoided if this simple rule be followed. Any inquiries in regard to the above suggestions should be addressed to the Liberty Loan Committee, 120 Broadway, N. Y., and marked for the attention of Mr. Andrew Ten Eyck, who will represent us and direct the co-operation of the educational institutions in the Second Federal Reserve District.

JOHN H. FINLEY,

Com. of Ed. for State of N. Y.

CALVIN N. KENDALL,

Com. of Ed. for State of N. J.

CHARLES D. HINE,

Com. of Ed. for State of Conn.

BOOKS RECEIVED

- KENDALL, CALVIN N. and STRYKER, FLORENCE E. "History in the Elementary School." Cloth, viii-135 pp. Price, 75c net. Houghton Mifflin Co., Boston, New York, Chicago.
- MARMOL, JOSE and CORLEY, AMES H. "Amalia." Cloth, illustrations, exercises, etc., 320 pp. Price, \$1.00. The Macmillan Co., New York.
- STRAUBE, BERNHARD C. "Märchen und Sagen." Cloth, illustrations, xviii-220 pp. Price, 40c. The Macmillan Co., New York.
- HERVEY, WALTER L. and HIX, MELVIN. "Seventh Reader." The Horace Mann readers. Cloth, viii-480 pp. Price, 80c. Longmans, Green & Co., New York, Chicago.
- CLARK, BERTHA M. "An Introduction to Science." Cloth, illustrations, 494 pp. Price, \$1.20. American Book Co., New York, Cincinnati, Chicago.
- CLARK, BERTHA M. "Laboratory Manual for Introduction to Science." Paper, loose leaf, illustrations, 203 pp. Price, 44c. American Book Co., New York, Cincinnati, Chicago.
- HUNT, BRENELLE. "A Community Arithmetic." Cloth, illustrated, viii-277 pp. Price, 60c. American Book Co., New York, Cincinnati, Chicago.
- MERAS, ALBERT A. and MERAS, D. "Le Premier Livre." Cloth, illustrations, 200 pp. Price, 64c. American Book Co., New York, Cincinnati, Chicago.
- BEST, SUSIE M. "Egypt and Her Neighbors." Cloth, illustrated, xii-185 pp. Price, 60c. The Macmillan Co., New York.
- BEST, SUSIE M. "Merry England." Cloth, illustrated, xii-185 pp. Price, 60c. The Macmillan Co., New York.
- BEST, SUSIE M. "The Nations of Western Europe." Cloth, illustrated, xii-183 pp. Price, 60c. The Macmillan Co., New York.
- GOODWIN, MARY LOUISE and GUILL, KATE GORDON. "Students' Handbook of Composition." Part 2. Paper, 38 pp. Price, 28c. The Macmillan Co., New York.
- FUENTES, VENTURA and ELIAS, ALFREDO. "Manual de Correspondencia." Cloth, exercises, notes and vocabulary, xi-230 pp. Price, \$1.00. The Macmillan Co., New York.

"HAVEN'T GOT TIME"

Opportunity tapped at a door
 With a chance for the brother within;
 He rapped till his fingers were sore,
 And muttered:—"Come on, let me in.
 Here is something I know you can do,
 Here's a hill that I know you can
 climb."
 But the brother inside
 Very quickly replied:—
 "Old fellow, I haven't got time."

Opportunity wandered along
 In search of a man who would rise.
 He said to the indolent throng:—
 "Here's a chance for the fellow who
 tries."
 But each of them said with a smile,
 "I wish I could do it, but I'm very busy
 to-day.
 Very busy to-day,
 And I'm sorry to say
 That really I haven't got time."

At last Opportunity came
 To a man who was burdened with
 cares,
 And said:—"I now offer the same
 Opportunity that has been theirs.
 Here's a duty that ought to be done.
 It's a chance if you've got the time to
 take it."
 Said the man, with a grin,
 "Come along, pass it in!
 I'll either find time or I'll make it."

Of all the excuses there are
 By which this old world is accursed,
 This "haven't got time" is by far
 The poorest, the feeblest, the worst.
 A delusion it is, and a snare;
 If the habit is yours, you should shake
 it,
 For if you want to do
 What is offered to you
 You'll find time to do it, or make it.

Superintendents Principals, Teachers and Supervisors

**When you write or call upon our Advertisers
you will do a kindness both to them and to us,
if you will mention**

“THE JOURNAL”

**someway in your inquiry—a kindness to them,
because they like to have the evidence that “THE
JOURNAL,” in which they carry their advertising,**

**IS RECEIVED AND USED BY BUYERS
WHEN SELECTING THEIR SCHOOL
BOOKS, MATERIALS AND SUPPLIES—**

**and to us because “The Journal” will then be
getting due credit for service rendered.**

NEW YORK STATE TEACHERS' ASSOCIATION

A New Help for Primary Teachers

EMBECO PHONETIC DRILL CARDS

Designed to assist the teacher by providing material for drill necessary to fix the common phonograms in the pupil's mind



The phonograms are printed on cards 8 x 8 inches, with letters one inch high, which are easily read from all parts of the room. To each phonogram card two smaller sections are hinged, bearing consonants and letter combinations for forming complete words. The large card and hinged strips are printed on two sides, providing for the formation of sixteen words on each card. The hinged sections are marked in such a manner that the teacher may cut them if desired, and thus show one word at a time. Each word combination has a key on the opposite side so that the teacher knows without turning the card whether the answer is correct.

Twenty cards, neatly packed in cardboard box, forming three hundred and twenty word combinations.

Price, per box, \$1.50; mailing weight, 2 lbs.

MILTON BRADLEY COMPANY, SPRINGFIELD, MASS.

New Publications and Revised Editions

Aldine Group of Text Books

ALDINE READING METHOD

Revised Edition, 1916 and 1918. With a Teachers' Manual, Cards and Charts.

ALDINE SPELLER

Published March, 1916. Covers the work in Spelling for Grades One to Eight.

ALDINE LANGUAGE SERIES

Three Books, with Teachers' Manuals for the first two books. Grades Three to Eight.

English Grammar and Composition

BUEHLER'S MODERN ENGLISH GRAMMAR AND COMPOSITION

Revised 1916. Employs the Nomenclature recommended by the National Education Association

WEBSTER'S ENGLISH FOR BUSINESS

Published June, 1916. An important contribution on the subject of English for Commercial, Technical, and other Secondary Schools

NEWSON & COMPANY

73 FIFTH AVENUE, NEW YORK

623 SO. WABASH AVE.

The Journal

of the New York State
Teachers' Association



Published Monthly at Rochester by
The New York State Teachers' Association

May, 1918

The Journal

of the New York State Teachers' Association

Published monthly by the New York State Teachers' Association on the 15th day of January, February, March, April, May, June, October and November, at 5 South Water Street, Rochester, N. Y.; A. G. BROOKS, Publisher.

EDITORIAL COMMITTEE: GEORGE M. FORBES, University of Rochester; GEORGE P. BRISTOL, Cornell University, Ithaca; RICHARD A. SEARING, North Tonawanda.

Entered as second-class matter at the Post Office, Rochester, N. Y., February 17, 1914.

CHANGE OF ADDRESS. Members of the Association and subscribers should notify the Secretary, Richard A. Searing, North Tonawanda, promptly of any change of address.

COMMUNICATIONS should be addressed to the Secretary, Richard A. Searing, North Tonawanda.

SUBSCRIPTION PRICE for the JOURNAL to all who are not members of the New York State Teachers' Association is \$1.50 per year, eight issues. Postage is prepaid.

ADVERTISING. Application for advertising space and rates should be made to the Publisher, A. G. Brooks, 5 South Water Street, Rochester.

NEW YORK STATE TEACHERS' ASSOCIATION

Officers, Nineteen Hundred Eighteen

President—HERBERT S. WEET, Rochester.

Vice-President—MISS MARTHA VAN RENSSALEAR, Cornell University, Ithaca.

Secretary—RICHARD A. SEARING, North Tonawanda.

Treasurer—W. H. BENEDICT, Elmira.

Executive Committee: Terms expire in 1918—JUDSON S. WRIGHT, Falconer; A. R. BRUBACHER, Albany. Terms expire in 1919—DR. A. C. THOMPSON, Brockport; HOWARD G. BURDGE, Wellsville. Terms expire in 1920—MRS. ROSE MINNICK, Glens Falls; C. EDWARD JONES, Albany.

Ex-Officio Members—President HERBERT S. WEET, Secretary RICHARD A. SEARING, Treasurer W. H. BENEDICT.

Committee on Teachers' Welfare—Chairman, DR. THOMAS D. WOOD, Columbia University, New York City; DR. CLINTON McCORD, Albany; HENRY D. HERVEY, Auburn; MISS E. M. BUTCHER, Syracuse; MISS RUTH M. JOHNSTON, Port Leyden; MISS ADA M. GATES, Buffalo; MISS MARY E. RAE, Syracuse; DR. A. R. BRUBACHER, Albany; EDWARD F. BROWN, New York City.

Committee on Legislation—FRANK D. BOYNTON, Chairman; A. R. BRUBACHER, C. EDWARD JONES, JAMES WINGATE, MRS. ROSE MINNICK.

SECTION CHAIRMEN—1918

Classical Section—Pres., GEORGE D. KELLOGG, Union College, Schenectady; **Commercial**—Pres., G. M. YORK, State College for Teachers, Albany; **Elocution**—Pres., H. M. TILROE, Syracuse University; **English**—Pres., A. B. SIAS, West High School, Rochester; **Evening Schools and Americanisation (Evening School and Immigrant Education Sections combined)**—Pres., W. C. SMITH, State Education Dept., Albany; **Fine, Industrial and Household Arts**—HARRY W. JACOBS, Buffalo; (a) **Fine Arts**—Vice-Pres., EUNICE PERRINE, State College for Teachers, Albany; (b) **Household Arts**, Vice-Pres., MARY VAN LIEW, State College for Teachers, Albany; (c) **Industrial Arts**—Vice-Pres., ALFRED J. MANNING, 192 Waverly St., Buffalo; STEWART F. BALL, Buffalo; **History Association**—Pres., P. SMITH, High School, North Tonawanda; **The New York State School Education Association, meeting as a section of the New York State Teachers' Association**—Pres., RICHARD S. HILL, 815 Myrtle Ave., Albany; **Kindergarten**—Pres., E. J. HILL, Buffalo; **Latin**—Pres., FREDERICK S. HILL, 815 Myrtle Ave., Albany; **Modern Language Association**—Pres., ARNOLD, State Education Dept., Albany; **Music**—Pres., INEZ FIELD DAMON, 834 Union St., Schenectady; **Normal**—Pres., GRANVILLE B. JEFFERS, President, Training School, Schenectady; **Penmanship**—Pres., E. BENBOW, Schenectady; **Primary**—Pres., LUTHER N. STEELE, Canandaigua; **Rural School**—Pres., SUPT. M. B. FURMAN, East Rochester, 2nd Dist., Monroe Co.; **Section of New York State Elementary School Principals and Teachers**—Pres., NATHANIEL G. WEST, Schenectady; **Science Section**—Pres., B. O. BURGIN, Albany High School; **School Administration**—Pres., S. WILLIAMS, Hudson; **Subnormal and Backward Children**—Pres., L. J. HILL, Rochester; **N. Y. State Science Teachers' Association**—Pres., H. J. HILL, Rochester.

THE MODERN TREND

in elementary English teaching is to emphasize oral and written composition. Nowhere are the new ideas more fully and satisfactorily exemplified than in

Potter, Jeschke and Gillet's Oral and Written English

BOOKS ONE AND TWO

The aim of this series is to help the pupil to speak and write better English easily, naturally, correctly, and effectively.

Where else can you find

- such interesting oral work?**
- such a unique treatment of letter writing?**
- such valuable correct-usage drills?**
- such systematic correction work and group exercises?**
- such organization of lessons?**
- such provision for socialized recitations?**

For full information address the publishers



GINN AND COMPANY, 70 Fifth Avenue, NEW YORK

Digitized by Google

SYRACUSE UNIVERSITY SUMMER SESSION July 8th—August 16th

GRADUATE, COLLEGE, and ELEMENTARY COURSES

Physical Education and Home Economics: Additional work for advanced students.

Methods of Teaching Secondary School Subjects as practiced in the most modern schools: Oral English, English, Mathematics, etc. Teaching staff includes heads of departments from larger high and normal schools as well as members of regular faculty.

Spanish, Conversational French, World History, South American Relations, etc., to meet present demands.

Pedagogy: Courses to meet requirements of the State Teachers' Examinations for college graduates.

Fine Arts Courses, Painting, Drawing, Design, Vocal Music, Instrumental Music, Methods.

TUITION, \$25.00

BOARD AND ROOM, FROM \$7.50 A WEEK UP

For further information, write to
M. ELLWOOD SMITH, Director

Teachers, Librarians

and others upon whom devolves the responsibility of ordering books in quantity will find it to their advantage to secure our estimate on any proposed purchase, before placing their orders elsewhere.

THE BAKER & TAYLOR CO.

Wholesale Dealers in the Books of All Publishers
354 Fourth Ave. NEW YORK At Twenty-sixth St.

The Coolest Summer School

EAST OF THE ROCKIES

The University of Vermont Summer School
BURLINGTON-ON-CHAMPLAIN

JULY 8th TO AUGUST 16th

A SCHOOL FOR TEACHERS—including courses in French, Spanish, German, European and Latin-American History, Physical Training, Music and Expression.

For information address

J. F. MESSENGER, Director, BURLINGTON, VERMONT.

GREGG SHORTHAND

IS INDORSED BY

75%

of the Boards of Education in the United States whose high schools teach shorthand.

Send for the "Progress of the Shorthand Reform"—free

THE GREGG PUBLISHING COMPANY

NEW YORK CHICAGO SAN FRANCISCO

What is the Use

of a child's knowing how to spell words in lists if he can't spell them in sentences?

THE MERRILL SPELLER

teaches him how to spell words in context, and furnishes helps and devices to insure correct spelling.

Book I, for grades III-V

Book II, for grades VI-VIII

Complete for grades III-VIII

CHARLES E. MERRILL COMPANY

432 Fourth Avenue, NEW YORK



APRONS

for MANUAL TRAINING

AND

LABORATORY

SEND FOR BOOKLET

Describing our SHOP AND LABORATORY CLOTHES.

Instructors' Aprons Gratis with Orders for Schools.

Address THE P. C. GOODRICK CO.,
Fond Du Lac, Wisconsin

Worthwhile New Books

For Patriotic Education—The book of the hour
"The Voices of Our Leaders"

By WILLIAM MATHER LEWIS, Secretary National Committee of Patriotic and Defense Societies. Contains addresses on America's participation in the War by President Wilson, Secretary Lane, Balfour, Viviani, Ishii and others, with introduction by Secretary Baker. *List price of School Edition 50 cents, 40 cents to schools.*

For Instruction and Inspiration of Teachers. SUPT. KREB's delightful work
"Being a Good Teacher"

If already successful, this book tells why.

If only average, the reason is clearly shown.

If inexperienced or weak, the road to positive success is definitely outlined. Every teacher and educator should own a copy. *List 75 cents, schools 60 cents.*

For a better understanding of the simple facts and fundamental principles of natural laws and for cultivating in the pupil a desire to know more about his environment and for stimulating and developing an interest in the sciences, use

Hodgdon's Elementary General Science

List \$1.50, schools \$1.20.

A fascinating, unique and simple study of the science of common things. Every school should provide this course and every home and public library should list this book.

The Children's Method Readers

Arithmetics by Grades

The 100% Spelling Book

The Niver's Geographies

are best among the sane, modern, practical and interesting basal texts.

Samples sent upon request.

HINDS, HAYDEN AND ELDREDGE, Inc., 11 Union Square, NEW YORK CITY

Phenomenal Progress in the Reformation of American Penmanship **THE PALMER METHOD** EMBODIES THE RIGHT MECHANICS AND PEDAGOGY OF PRACTICAL HANDWRITING THE INSTRUCTIONS ARE SELF-TEACHING

The *Palmer Method* has become the standard throughout America because it produces satisfactory results. The *Palmer Method* has already "made good" in New York, Boston, Philadelphia, Chicago, St. Paul and scores of other big cities. Moreover, it has proved as feasible in rural schools as in city schools. Our regular \$10.00 Normal Course by Correspondence *free* to teachers whose pupils are supplied with individual copies of *Writing Lessons* for first and second grades, or of the *Palmer Method Manual* for third grade and above. We have trained 150,000 elementary school teachers free to demonstrate common-sense, muscular-movement writing skillfully and teach it successfully. **THE PALMER METHOD MANUAL**, single copy, 25c postpaid.

THE A. N. PALMER CO., 30 Irving Place, N. Y.; Palmer Bldg., Cedar Rapids, Ia.; 120 Boylston St., Boston, Mass.; Widener Bldg., Phila., Pa.; 32 S. Wabash Av., Chicago, Ill.

BUY W. S. S.—THRIFT STAMPS

Digitized by Google

CORNELL UNIVERSITY The Twenty-Seventh SUMMER SESSION

JULY 8th-AUGUST 16th

offers to teachers the same advantages which in the last twenty-five years proved so acceptable; a complete university plant, with ample libraries, laboratories, shops, gardens and farms. The situation, in the beautiful lake country, gives unique opportunity for study in field, forest and stream, or for out-of-door life. The main lines of instruction, covering nearly all subjects of school curricula, will be continued. Special attention will be given this year to French language, literature, history and services to civilization, to Spanish with its increasing importance in commerce. Two new courses will treat problems of government and the American political party system. The production and conservation of food will receive attention.

Full Announcement on Request. Address Director of Summer Session, Ithaca, N. Y.

TEACHERS' AGENCY DIRECTORY

The following is a reliable list of Teachers' Agencies to whom superintendents of schools and school board members may apply at any time for the filling of any position.

KELLOGG'S AGENCY, 31 UNION SQUARE, NEW YORK

HAS BEEN ESTABLISHED 25 YEARS.

This agency makes a constant search for high grade teachers and recommends with care. Only superior teachers are accepted. Teachers are supplied all the year round. If you need a good teacher or know where one is wanted, send particulars. **THE ACTIVE, GENEROUS WORK OF THIS AGENCY HAS SATISFIED THOUSANDS OF TEACHERS.**

Interstate Teachers' Agency

501-503 Livingston Building,

ROCHESTER, N. Y.

The manager of this agency has had twenty years' experience as teacher and superintendent of schools, and ten years' successful experience as manager of a rapidly growing agency. He personally selects and recommends candidates with care. The success of this agency is vouched for by many of our best superintendents, college presidents and normal school principals. Send for circular.

T. H. ARMSTRONG, Proprietor.

The Reed Teachers' Agency

641 University Bldg., SYRACUSE, N. Y.

Known for ten years as a *Discriminating Agency*. Recommending candidates on a basis of *finesse* as well as *ability*. Every recommendation from this agency is based on knowledge and judgment.

H. E. REED, Manager.

HARLAN P. FRENCH, President

WILLARD W. ANDREWS, Secretary

ALBANY TEACHERS' AGENCY, Incorporated

Supplies Schools of All Grades with Competent Teachers.

Assists Teachers in Obtaining Positions

We receive calls for wide-awake and progressive teachers from every State in the Union, and we want more such teachers upon our lists. **NOW IS THE TIME TO REGISTER** **SEND FOR BULLETIN** **81 Chapel Street, Albany, N. Y.**

Albert TEACHERS' AGENCY

25 E. Jackson Blvd., Chicago.

"Teaching as a Business," with chapters on War, Salaries, etc., sent free. Thirty-third year. Backset in four offices with one fee. Branch offices—

New York 437 5th Ave.

Denver Symes Bldg.

Spokane Payton Bldg.

**CLARK
TEACHERS
AGENCY
28th YR.**

FOR A SINGLE FEE YOU JOIN ALL OFFICES

CHICAGO

NEW YORK

BALTIMORE

KANSAS CITY, MO.

STEINWAY HALL

FLAT IRON BLDG.

MUNSEY BLDG.

N.Y. LIFE BLDG.

ST. PAUL

CHATTANOOGA, TENN.

SPOKANE WASH.

EXCHANGE BANK BLDG.

TEMPLE COURT

CHAMBER OF COMMERCE BLDG.

NO EXTRA CHARGE

*Oldest
Chicago
Agency*

*Brewer Teachers' Agency
The Auditorium, Chicago
A generation of Safe Successful Service*

THE NEW HISTORY

We have now a new perspective in history. In our text-books, however, a great part of the space is still given to moss-grown topics that have lost their significance and their relationship to the America of to-day, while the more vital topics of surpassing interest are treated meagerly and grudgingly. In no other subject are new text-books so much needed.

THE HISTORY OF THE AMERICAN PEOPLE

By Charles A. Beard and William C. Bagley

(Published May 1, 1918)

Here is a new book for grammar grades or junior high schools that presents the real history of the American people—the story of the plain people, not of politicians alone. It gives vivid pictures of the great westward movement, the Industrial Revolution, the invasion of European immigrants, and the swelling tide of democracy in industry and politics—the really great movements in American history. The Great War, too, is treated fully and clearly.

THE MACMILLAN COMPANY, 64-66 Fifth Avenue, NEW YORK

The Woods Hutchinson HEALTH SERIES

emphasizes the value of health to the individual and society. It shows the relative importance of hygiene in the curriculum.

The Child's Day \$.40

A Handbook of Health65

Community Hygiene65

Fully covers all work required
by the New York Syllabus

HOUGHTON MIFFLIN COMPANY
BOSTON NEW YORK CHICAGO

SCHOOL AND COLLEGE CREDIT FOR OUTSIDE BIBLE STUDY

By CLARENCE ASHTON WOOD

A survey of a non-sectarian movement to encourage Bible study, giving the facts of the inauguration of a great educational system on the part of the church.

1. Gives reasons for Bible study by young people.
2. Tells how this study can be secured.
3. Points the way for the church and State to co-operate.
4. Surveys the progress made in the United States.
5. Proposes a program free from sectarian difficulties.
6. Contains syllabi used in several states.
7. Summarizes leading New York opinions and shows the auspicious opportunity for New York State.

Will be read by public school teachers, educational administrators, Y. M. C. A. and Y. W. C. A. secretaries, religious leaders and workers, Bible students, Sunday school teachers, ministers, and all interested in religious education.

PRICE \$1.50

WORLD BOOK COMPANY
YONKERS - ON - HUDSON NEW YORK

A Firm Foundation in French

This is a time which demands results and calls for an efficiency not incompatible with real culture. In teaching French you will lay the right foundation by using

Fraser and Squair's Shorter French Course

**T
H
E

B
O
O
K**

That is more widely used throughout the secondary schools of the country than any other similar work published.

That you perhaps ordered last September but did not get until November because the unparalleled demand made it simply impossible to get editions printed fast enough to fill orders. We are stocking up ahead and do not intend to be caught again.

That abundant, practical exercises; passages of continuous French on topics of living, every-day interest; aid in pronunciation, and help furnished to teachers who wish to conduct their recitations in French make a truly modern grammar.

That has behind it the record of its predecessor, the Fraser and Squair French Grammar, successfully used in more than three-fourths of the schools and colleges of this country.

That meets conditions which actually exist in American schools and is known to stand the test of the classroom.

D. C. HEATH & COMPANY

BOSTON

NEW YORK

CHICAGO

THE AMERICAN INSTITUTE OF NORMAL METHODS SUMMER SCHOOL

For Training Supervisors of Music and Drawing

For the Grade Teacher who wishes to specialize this school affords the most direct and economical preparation. It assures a thorough grounding in successful methods and material, and definite, practical training in the special problems to be encountered.

For the Supervisor or Special Teacher the school supplies an unequalled opportunity to gain fresh enthusiasm and inspiration, and to come into touch with the most modern ideas in the teaching of music and drawing.

Are you prepared for the wider opportunities of to-day? A course at this school is an investment in efficiency. It is also a delightful and invigorating vacation interlude.

EASTERN SESSION
Lasell Seminary, Auburndale, Mass.
July 10 to July 31, 1918

WESTERN SESSION
Northwestern University, Evanston, Ill.
July 1 to July 19, 1918

Send for Prospectus and full information

SILVER, BURDETT & COMPANY

BOSTON

NEW YORK

CHICAGO

SAN FRANCISCO

The Journal

of the New York State Teachers' Association

VOLUME 5

MAY 15, 1918

NUMBER 4

CONTENTS

	PAGE
THE WRITTEN WORD <i>Bliss Perry</i>	121
LATIN AS A PREPARATION FOR THE STUDY OF LAW <i>Charles W. Tooke</i>	125
THE TEACHING OF HIGH SCHOOL LATIN <i>Cornelia C. Coulter</i>	127
THE UNIVERSALITY OF THE FRENCH LANGUAGE <i>A. C. Pierpont</i>	129
RE-EDUCATION OF THE CRIPPLED SOLDIER <i>George A. Works</i>	135
THE EAR IN CORRECT SPEECH . . . <i>Edwin Fairley</i>	142
MUSICAL CULTURE AND APPRECIATION <i>A. Stanley Osborn</i>	147
SOME WAYS BY WHICH THE TEACHING OF COMMERCIAL SUBJECTS CAN BE VITALIZED AND MOTIVATED . . . <i>C. A. Thompson</i>	149
EDITORIAL <i>George P. Bristol</i>	156
STATE DEPARTMENT OF EDUCATION . <i>Hiram C. Case</i>	158
BOOKS RECEIVED	160

Published by the New York State Teachers' Association
Rochester, N. Y.

Announcement

Hart's School History of the United States

By ALBERT BUSHNELL HART, LL.D., Professor of Government, Harvard University.

539 pages. Illustrated.

OF all the tasks before the teacher to-day, even the teacher of the lower elementary grades, none is more important than that of fostering in the heart of every boy and girl an intelligent and enduring patriotism. To accomplish this, the right kind of school history is necessary.

In this new volume, Professor Hart has achieved an ideal textbook for 7th, 8th and 9th years. He has written in a style that young people find genuinely interesting. He has chosen the facts with an astute appreciation of their importance.

There are unusually numerous and interesting facts about the life and customs of the people, a remarkably clear account of our relations with other countries, an unprejudiced presentation of both sides of the wars in which we have taken part, and of their results on the nation and the people. One entire chapter is devoted to children, their work, education, games and amusements.

Sixteen full page pictures in color add reality and dramatic interest to the narrative. Each chapter is followed by an excellent summary and by questions and essay topics. The Appendix contains an unusual amount of valuable information.

Hart's New American History

(recently published)

is a remarkably fair-minded, well-balanced, and vividly-written history for High Schools. It is up-to-date, including, as it does, an account of our entrance into the Great War.

702 pages. Illustrated.

AMERICAN BOOK COMPANY
NEW YORK CINCINNATI CHICAGO BOSTON ATLANTA

Digitized by Google

The Journal

of the New York State Teachers' Association

MAY, 1918

THE WRITTEN WORD

Bliss Perry, Professor of English, Harvard University

THE distinction between the written word and the spoken or pictured word seem temptingly easy. Give a man an idea, and can he not shout it aloud, write it in a letter, draw it in a cartoon? Sometimes, assuredly, he can. Take, for instance, the conception "Boss Tweed is a thief." Mr. Tilden says it, Mr. Godkin writes it, Mr. Nast draws it. These three masters of various modes of expression succeed in conveying approximately the same idea to the ear, the eye, the brain of the people of New York.

Approximately, no doubt; but yet not precisely the same idea to any two persons. Here we touch, at the very outset, upon the fundamental mystery of all these modes of human intercourse, namely, their symbolic character. The earliest known writing does not attempt to convey the words of a spoken language. It makes signs—rough cartoons, we may call them—which denote concrete objects. It can picture "Fat-Man-Who-Steals" long before it can spell and write the abstract word "thief." If we linger over the mystery of these primitive signs for things, and their gradual change into signs for sounds, we shall never have done, even if we do not attempt to penetrate the deeper mystery of how certain speech-sounds came to be signs of emotions, of facts, of ideas. No one knows what ages of human effort are necessary before one two-legged individual can say or write to another "Boss Tweed is a thief," and be sure that he is understood.

Our cardinal fact is that by means of these arbitrary speech-sounds, however developed, and the no less arbitrary written and printed signs for speech-sounds, however perfected, human thought and feeling is communicable. The behavior

of spoken and written words is full of strange matters, but underneath the fascinating question of behavior is this primary function of communicating the experience of one to the body and mind of another, and so on and on, in wider and wider circles, until we reach the end—what end who knows? Many a reader who can not accept Tolstoi's theory of art in its entirety has been profoundly impressed with Tolstoi's belief that the sharable quality of art, its capacity for bringing men into spiritual union with one another, is its most significant feature. Certainly the development of primitive literatures, as far as we can trace them, gives constant evidence of the presence of this communal emotion, this function of art as social consolidation. The bodily and mental excitement of the exceptional "creative" individual soon affects the surrounding crowd, as may be seen in the chorus of a sailor's chanty or of a cow-boy ballad. The infection of the crowd instantly reacts upon the individual. All primitive, communal literature, like the Hebrew lyric, the Scotch ballad, bears this mark of the body. "My heart and my flesh cry out for the living God:" that is a test of genuineness and greatness. The "body-and-mind" experiences of an individual or a group thus communicated, perpetuate themselves. A few of them get transferred to clay cylinders or papyrus or stone or bronze; and thus the visual and tactile imagination of one man, of one tribe, become, through the mediation of written speech, a part of the spiritual possessions, the "body-and-mind" reactions of civilizations yet unborn.

Now this process continues without cessation. The latest Imagist poet is in

this respect, if in no other, like King David or Sappho. He transfers his mental images—which are often, it is true, so purely retinal as scarcely to deserve the name of mental—into written signs for sounds. He thus exposes his body to the world, or to that limited portion of the world which reads his verses. The art of printing gives him a chance, indeed a far better chance than David or Sappho ever had, to communicate his image of life to his contemporaries. Imperfect transmission is to be expected: errors in perceiving, failure in recording, these reports of the senses. A short-circuited poet is as familiar a phenomenon as a short-circuited preacher. But liability to error does not inhibit the glorious possibility of the individual's getting the attention of his generation, and perhaps of all generations. I once listened to an interesting supper-table debate between Mommsen the historian, Ernst Curtius the archeologist, and the librarian of the University of Berlin, upon the credibility of human testimony. The librarian concluded by asserting: "I would rather trust an inscription upon stone than a man." But, one may humbly ask, who carved that stone? And did the librarian ever happen to read any inscriptions on tombstones?

In spite of the lurking likelihood to error, written speech thus strives to make permanent its record of feeling and thought. "Go, stranger, and tell the Spartans that we died here." Immense is the pathos of this human endeavor to eternalize the transient. The wonder is that so much is remembered: the Law on the tables of stone, the fragments of Sappho's passion, the story of a few imperishable deeds. The written word does, in a fashion, succeed in its undertaking. Even when languages and races pass, the written words may survive, if only for the theme of scholars' quarrels about Etruscan inscriptions, Runic crosses, Eliot's Indian Bible, George Meredith's "Shaving of Shagpat." What rich salvage the archeologists and philologists find in the human wreck!

Yet after all this is admitted, there is a radical impermanence arising from the very nature of language. It is in a perpetual flux of change. It reflects the

"undulating and diverse" quality of all human experience. However unambiguous the written word may seem, it is only a symbol of some body-and-mind reaction. These reactions are never identical in two persons, or even in the same person during successive phases of his experience. We agree tacitly that words shall have a sufficiently definite meaning to serve as the medium of human intercourse. They do. We can not be forever weighing and counting and criticizing these soiled and worn bits of currency. We pass them over the counter, rejoicing now and then in a freshly minted piece or sighing over a tattered nag of phrase worn out in service. How rarely does a word give an exact and "quiet picture" of the thing as it is! "Circular saw" denotes much the same object to all those who have visual or tactile memories. The word "sunset" connotes as many visual images and complexes of emotion as there are people in the world. These are perhaps extreme examples; and yet precisely what do we mean by "Darwinism," "consent of the governed," "back to Nature," "liberty, fraternity, equality," "Unitarianism," "Americanism?" Translations of the Bible, the words and phrases of the historic creeds, illustrate this same impossibility of fixing in written words the "body-and-mind" reactions of different generations. St. Paul is thought to have had a clear head, but we can not tell just what he meant by the words "resurrection of the body." It is not strange that artists in bronze and marble think their work done when it is finished; but the artist in words is a gambler, who never knows how long his coin will pass.

Of one thing we may be sure. When the written word is colored by that image-making quality which transforms mere language into literature, it does record human progress. Though it arises itself out of the turbulence of the senses, it sets up a mark above the senses' ebb and flow. Like a terminal moraine, it indicates the former presence of great phenomena of the temporal and spiritual worlds. Single words surviving from Greek philosophy, Roman law, medieval

philosophy, betray what were once the preoccupations of human society.

And it is not merely the epoch-making general movements that are thus recorded. The written word perpetuates, externalizes—it may be eternalizes—the exceptional experience of those individuals who have thought deeper and soared in their imaginations higher than the crowd. Their intuitions, once fitly expressed, become henceforth the potential experience of all men. We discover at last what Plato and Shakspeare meant, and their words begin to vibrate in us for the first time. Thus the world slowly overtakes, in thought and passion, the experience of the solitary and pioneering individual. When Jefferson catches his vision of Democracy, or Tolstoi perceives that the world of men is one, their words of annunciation are as truly acts as the voyage of Columbus or the signing of the Emancipation Proclamation. What is written by such men stands. Humanity measures its own past progress by it, and by it forecasts the future.

If the written word thus demonstrates the intellectual and spiritual status of races and periods, it is obvious that it is one key to an understanding of civilization. We can not really know Mexico, Italy, France, Russia—to say nothing of Greece and Rome—without knowing something of their speech. Now it is true that mere capacity for learning foreign languages—a capacity in which Americans are weaker than any civilized people except the British—takes one not very far. You may remember Bismarck's cynical advice to the proud father of a boy who spoke several languages. "What shall I make of my linguistically gifted son?" asked the father. "A head waiter," said Bismarck, who was not without linguistic talent himself. I know from personal experience that in the universities of Bismarck's Germany there was an amazing knowledge of the philology of English words, an amazing acquaintance with the external facts of English history, coupled, as I now look back upon it, with a profound ignorance of the English character. These learned Germans did not know England, though they thought they knew her better than she knew herself.

I am not claiming that it is easy to understand the real springs of national life. I do not think that the Americans of the United States understand one another yet, although they all talk "American." Certainly they know little and care little about the Latin-American nations to the south of us, and the masses of our population are as yet unconvinced that our weal and woe will be identical, in the long run, with the weal and woe of Europe. True "international-mindedness" comes slow and hard. Yet it is the only known correction of nationalistic self-justification, self-glorification. That is why I am pleading for a better knowledge of the written words of Europe, as one way of discovering the mind of Europe. What we perpetually need is a sense of the slowly evolved universal standards of public and private conduct. These things can not be settled in a corner, and certainly not in any one corner of the United States. The verdict of mankind is rendered by an immense jury of thinking men and women, never yet discharged, settling and resettling, by eternal standards but in the light of advancing knowledge and growing spiritual life, what Rufus Choate called "the great vexed questions of the world."

You will see that I am asking for something more than a mere knowledge of foreign languages, ancient and modern, more than a mere study of international literary influences in a technical sense, as they are pursued, for example, by comparative literature. Such knowledge of the written word, valuable as it is, is only a preliminary step to a perception of the mind and heart of Europe and of the Orient. It is sadly clear today how far apart in spirit the nations of the earth may be, though their ships crowd one another on the ocean routes and their wireless signals web the globe. Without a mutual understanding of national mentality and motives, it is premature to say much about international fellowship. What I am urging is that cultivation of the national intelligence, that awareness of the mental and moral processes of other nations, which is possible only through a heightened respect for literature. It is bad politics to continue to send ambassadors to Paris and


Berlin who know no word of French or German; but worse yet is the national self-complacency which accepts such indifference to the significance of language and literature as interpreters of civilization.

In this period of world-wide readjustment, we Americans might as well face the facts. We have never had in this country—except perhaps in the New England of the seventeenth century—any widespread and fundamental respect for literature. We respect schools and we endow colleges, but when men like Emerson, Hawthorne and Poe venture one step beyond the limits of school and college sympathy, they are obliged to stand for long years alone. The American public has not yet learned to regard such men as objects of national pride. Our Hall of Fame is a newspaper joke. The incorporation of a national institute of arts and letters with its associated academy was bitterly attacked and repeatedly defeated in Congress as being somehow undemocratic. The real influence and standing of a man of letters in any American community—except Indianapolis—is negligible. Most Americans are less proud, at heart, of the world-wide fame of Edgar Allan Poe than of the world-wide ubiquity of a certain kind of car.

I am quite aware that excellent excuses may be offered for this indifference of our public to creative literary art. There are excuses historical and political and political-historical; excuses economic and moralistic and humanitarian, to explain why our preoccupation with other concerns has crowded out the time and thought, the leisure and meditation necessary to the service of the Beautiful and the True. But the fact remains that "backward" Russia is contributing far more to the world's art and literature than these prosperous United States. Who says of any American writer, painter, musician, what a Russian Jew immigrant said to me the other day of Tolstoi: "Tolstoi? The greatest man we had!"

One remedy, surely, lies, not in fault-finding and speech-making, but in the constructive, organized activity of state instruction, beginning at the bottom. The

old red schoolhouse—which is gone—did its poor part to make language and literature a vital matter to the life of the community. The old small college—which is going—did its part also. The endowed universities have done relatively less; and the state universities have never yet placed the full resources of the commonwealth at the service of these liberalizing studies which are essential to the intellectual life of our people. You perceive the vicious circle: we have no vital community faith in linguistic and literary studies—the state universities provide what the taxpayers demand; hence they do not provide what is not demanded. I know that there are many school hours given to what is called "English." But where is even the mother tongue taught with intellectual passion, with a true sense of the mystery and beauty of words, the power and enchantment of great prose and poetry? We need primary teachers who will teach the children of the poor that words are living things. They are battles. Sometimes they are better than battles. Said Cardinal Newman: "If by means of words the secrets of the heart are brought to light, pain of soul is relieved, hidden grief carried off, sympathy conveyed, counsel imparted, experience recorded and wisdom perpetuated—if by great authors the many are drawn up into unity, national character is fixed, a people speaks, the past and the future, the east and the west are brought into communication with each other, if such men are, in a word, the spokesmen and prophets of the human family—it will not answer to make light of literature or to neglect its study."

Apply that noble sentence to ourselves. State systems of instruction fail if they do not anticipate the actual mental needs of the public. The newspapers beat us at our own game. Like journalists, we must learn to meet the public more than halfway. We need not so much a revision of educational programs as a new vision into the hearts and minds of common men and women. We need a new passion to put into their hands all the keys of civilization, to furnish them, through the written word, a passport to the larger life of humanity. 

LATIN AS A PREPARATION FOR THE STUDY OF LAW

Charles W. Tooke, Syracuse, Member of the Onondaga County Bar

THE importance of the study of Latin as a preparation for a broad and comprehensive knowledge of the Science of Law requires little comment. A brief statement of the main facts in the history of our legal system will suffice to show how necessary to the student of the history of legal institutions is a good working knowledge of the written language of the Romans. Only two great systems of law have been developed in historical times, the English Common Law; and the Roman system, which, after a gradual growth through the republican period, became the instrument through which Imperial Rome spread its web over the entire Mediterranean world and bound together by uniform rules of property rights the diverse customs of its constituent provinces. Rome produced able jurists, who collected and classified the decisions of her courts, and who advised the judges on all novel cases that came before them. Under the Emperor Justinian was drawn up the great code that bears his name, a thesaurus of the legal structure of the Empire, the medium through which the knowledge of the system was perpetuated down to modern times. Indeed the claim of Rome to be the mother of modern civilization rests not so much upon her political system per se as upon the structure of private rights which not even the incursions of the barbarian hordes from the North could obliterate, and which continued through the Dark Ages to be the force which protected the private rights of the peoples of the several states into which the Empire disintegrated.

When in the tenth century the study of the Justinian Code was revived at the University of Bologna, students of law soon flocked thither from West and North, as well as from Italy itself, and the many universities which soon thereafter sprang up and flourished throughout Europe became further centers of the Roman legal traditions, giving form and life to the new civilizations that followed close upon the Renaissance. At

the close of the eighteenth century, the laws of France were brought under the all-embracing Code Napoleon, which served as the basis of similar codes in several other Latin countries and in the German States. So that to-day in Germany, Spain, France, Italy, Austria, Latin America, Quebec, and in our own state of Louisiana, the student of law is expected to master the elements of Roman Law, much as our own students are expected to master the elements of the English Common Law.

The contributions of scholars trained in the Roman system have been even greater in the fields of International Law, Administrative Law and Comparative Jurisprudence than those of English and American jurists. For many years Latin was the common tongue of Europe used by writers on these subjects, and even to-day the leading English authorities on these subjects quote most freely Latin passages and Latin phrases, assuming without question that the reader has a mastery of ordinary Latin prose. So it follows without argument that the Latin language, the basis of an understanding of the Roman Law and of the methods of thought of the jurists who have been trained in that system, will be of the greatest value to the lawyer who wishes to learn something of the science of law as it is understood by the world to-day.

But the law differs from other sciences, except possibly the science of government, in that its practical application is primarily local. Chemistry, astronomy, medicine are the same the world over, but the law of New York is not the law of France or Germany. Local conditions necessarily modify the relations of private rights. What I may term the Art of Law rests therefore very largely upon local statutes and upon rules of interpretation that are peculiar to their own jurisdiction. So marked is this distinction that no one can successfully maintain that any foreign language is necessary to acquire a good working knowledge of the English Common Law.

The essential language is English and many of our great lawyers have had no other linguistic training.

Why, then, it may be asked, should we advocate a training in Latin as preparatory to the professional education of the practicing lawyer? We may answer that a lawyer should be a man of liberal education and a liberal education presupposes some knowledge of other languages than English. I take it that the study of no other language will reflect so directly upon the student's knowledge of English as the study of Latin. In my judgment the influence of Latin upon the English language is so direct and so apparent that under the guidance of a qualified teacher the high-school pupil can learn infinitely more of the genius of his own tongue than he can in a similar length of time spent in the study of either French or German. Fluency and accuracy of speech may be acquired by a study of the great English classics, as Benjamin Franklin developed his ability to write by a laborious imitation of the best masters, but what better method has ever been found than the severe training of the younger Pitt, who was obliged to construe his Cicero with his tutor, and later in the day to translate the same passages into elegant English before his distinguished father?

Furthermore, this preparatory course of study should not alone give information and impart culture, but its prime purpose is to train the mind of the student and to develop his powers of application. This disciplinary training can be acquired through the study of other languages, it is true, but no one, so far as I am aware, not even ex-president Eliot, of Harvard, the most brilliant of the advocates of the equality of modern languages with the classics, has ventured to assert that any other language surpasses Latin for this purpose. To my mind the clear inflections, the fixed rules of syntax, the precision of expression found in the Latin language makes its study pre-eminently useful for this end.


The imagination of youth is undisciplined and the intellect requires "that systematic training that endows it first and foremost with the strength and elas-

ticity to form its own judgments." "Education," says a great teacher, "must instill precision, method, law—in short, clear thinking." The teachers of Latin have accomplished these results in the past, somewhat better, I take it, than the teachers of other foreign languages. So long as teachers of Latin maintain these standards of teaching, so long will the world of education continue to rank Latin as the most important of the foreign languages as a preparatory study.

There is much more that I might say along these same lines and especially of the advantage of a knowledge of an ancient civilization, where virtue and probity were the foundations of society, whose literature is so virile and resplendent with lessons of duty, of liberty and of devotion to the state. These incidental lessons may of course be learned by our youth in the perusal of modern foreign literature, but they are the natural and inevitable rewards of a study of the great classical authors.

Discipline and culture are both essential to the making of a successful lawyer, and when we add to these the consideration of a medium for the advanced and scholarly knowledge of the science of his chosen profession, the student of law cannot go far astray in devoting a part of the time preparatory for his life's work to a thorough and systematic training in the Latin language and literature.

What I have said may be open to the criticism that it involves conclusions not sufficiently fortified by concrete examples or by an analysis of the effect of language studies in general or Latin in particular upon the youthful mind. Before an audience of educators, specialists in this particular branch of learning, I have felt such an attempt would be presumptuous on my part, and I only trust that the brief suggestions I have made will find reinforcement and amplification in your own wide and fruitful experience.

There are three kinds of men in the world—the "Wills," the "Wonts," and the "Cants." The former effect everything, the others oppose everything, and the latter fail in everything. 

THE TEACHING OF HIGH SCHOOL LATIN

Cornelia C. Coulter, Vassar College, Poughkeepsie

THE February number of The Journal contained an article on "Important Factors in the Teaching of Beginning Latin," by Robert C. Holmes, in which the writer, before suggesting methods of improvement, tried to account for some of the defects in the present-day teaching of Latin. Since much of the blame was laid at the door of the colleges, Vassar and Wellesley being singled out for special mention, it seems worth while to attempt a statement of the collegiate point of view.

At Vassar College, the Department of Latin has always tried to maintain a close connection between the work of the college course and that of the secondary school. The six people engaged in teaching freshman Latin have had an average of over seven years' experience in secondary school work, and one of them left that work only two years ago. For the past twelve years one member of this department has read papers under the College Entrance Examination Board, thus coming directly in contact, not only with the work of preparatory students, but also with some of the ablest teachers in preparatory schools; another member read College Entrance papers last June; and a third will do so this year. Without exception, the members of the department belong to the Lower Hudson Classical Association (composed largely of secondary school teachers) and they all make a point of attending general classical meetings in order to gain fresh ideas and new points of view.

Perhaps Mr. Holmes had in mind college entrance requirements of six or eight years ago when he wrote: "Those of us who have prepared students for Vassar or Wellesley will recall the insistence of those colleges on the translation in class of every line of the particular four books, of the particular six orations, of the particular six books." Certainly this description does not tally with the statement in the Vassar catalogue for 1917-1918, which represents the basis agreed upon by Mount Holyoke, Smith, Wellesley, and Vassar, and

particularly coincides with that of the College Entrance Examination Board. There we find (p. 37): "The amount of prepared reading should be not less than four books of Caesar's Gallic War, seven Orations of Cicero (counting the Manilian Law as two) and six books of Vergil's Aeneid. The reading may be selected from other works of the above authors or Nepos, Sallust, and Ovid." The only selections actually prescribed are "the Pro Archia and two other Orations of Cicero and two books of the Aeneid."

A statement of the work done in each year of the preparatory course is furnished by all students who enter Vassar either on certificate or by Comprehensive Examination.¹ The purpose of the requirement is merely to insure a common basis of preparation for college work; it is not intended to restrict the high-school teacher or to discourage originality of method. On the contrary, certain recommendations in the Vassar catalogue are in line with suggestions made by Mr. Holmes. "Latin readings" are unquestionably implied in a statement on the page already cited: "They (the candidates) should also be able to read Latin prose and verse according to the Roman method of pronunciation with strict attention to vowel quantities." The practice of reading the lesson aloud is continued in freshman classes in college, and the power to grasp the author's meaning in the original is recognized in advanced courses. In one class, translation is omitted altogether, if it is clear that the student understands what she has read, or the meaning is brought out by questions and answers in Latin. In other courses, instead of "laboriously translating" a page of Latin, the students easily cover, in one assignment, three or four Teubner pages of Caesar or Cicero, or from 200 to 350 lines of the Aeneid.

As to instruction in English derivatives, no teacher of Latin will deny the

¹The latter plan of admission has been in operation for two years and will supersede the certificate system after October, 1918.

immense value of this phase of the work—the service that it renders in fixing both spelling and signification of English words, the light that it throws on the development of transferred and figurative meanings and on fine distinctions between synonyms. And this, too, the college recognizes by implication in emphasizing the ability to read Latin at sight—a process which certainly requires application of the “three tests” (I quote from Mr. Holmes): “the context, English cognates and the possibility of its being a new form of some known word.” The Vassar catalogue mentions as one of the objects of the preparatory course ability “to translate at sight Latin prose and poetry of moderate difficulty,” the College Entrance Examination Board, by the scheme in force since 1911, bases the entire examination in second year Latin on a sight passage, and devotes about half of the Cicero and Vergil papers to sight translation; and the Comprehensive Examinations, under the new plan of admission referred to above, are based altogether upon sight translation.

But the question is whether the study of derivatives and the reading aloud of the Latin text shall be permitted to displace translation and the study of Latin grammar and prose composition. Certainly no teacher who has tested the viva voce method of presenting a language would willingly part with the freshness and vividness which it bestows. But the prime requisite of success by this method is repetition—bringing up the same word, dinning in the same construction, again and again. That it is the ideal method for a little child learning a modern language, there is not the slightest doubt. But with an older student taking up the study of Latin, other considerations enter in. Instructors who can give fluent practice in Latin conversation are—alas!—few, and the period of the Latin recitation is all too short. Moreover, the feeling for a pronoun as indirect object, or for a verb in a condition contrary to fact, is at first a nebulous thing—as the ungrammatical combinations of a child, even in his mother tongue, will show. If this vague feeling is to be sharply defined, there must be either endless drill,

of a sort practically impossible in a high-school course, or an accurate formulation of rules governing a large number of cases. And this formulation of rules, which is on the one hand a saver of time, may on the other hand be made a stimulus to the unfolding logical powers of the high-school pupil, and a source of keen delight.

A similar argument holds for translation as opposed to the “phrasing” of a Latin story. And translation, properly taught, is not a mechanical process, but a fine art. Subtle distinctions in the use of words, delicate shades of meaning conveyed (e. g.) by the use of an imperfect rather than a perfect tense, of a dative rather than an ablative of agent, by inferential particles, by demonstratives, by the order of a Latin sentence—all these afford opportunity for the most exquisite use of English as a tool.

The battle over prose composition has been fought many times. To my mind, the strongest reasons for its retention in the curriculum are that one gains an adequate conception of the sentence-structure of a foreign language only by attempts, however stumbling, to construct sentences in that language; that the first sense of the difference in the genius of two languages is likely to arise when one translates from the more familiar into the less familiar idiom; and that the dawning of an appreciation of style in a foreign language may come through the effort to produce in that language some desired effect.

So, much as college teachers value training in derivatives and reading aloud in Latin, they realize that these and other vitalizing elements—such as the use of pictures and other illustrative material, discussion of the subject-matter of the text, comment on ancient life and custom—are after all subordinate to the main object of instruction in Latin—an accurate knowledge of the language, which is to be gained by the study of grammar and by translation from and into Latin. On this foundation alone can be built the larger appreciation of the classics which college and secondary school teachers alike are striving to secure.

THE UNIVERSALITY OF THE FRENCH LANGUAGE

A. C. Pierpont, Troy

ONE should have the eloquence of a master for the development of so brilliant a subject and I have never regretted so much as to-day that I was not provided with the gift of eloquence. My subject, entrusted to the poor resources of the country professor that I have been for twenty years, will, I fear, show too plainly the effects of such an environment. Hidden in a small city, among whose inhabitants, I fear, industry and business outweigh artistic or literary preoccupations and connected with a polytechnic school, very brilliant and renowned, I admit, but yet above all utilitarian, like all centres of this kind, I fear that I am not the proper medium for so important a subject.

I well know, and that is what encourages me, that when a Frenchman is asked to address this assembly it is more to hear the sound of a French voice than for any other reason, and I hope that my good will will be taken into consideration.

My intention is to develop before you to-day and to explain what specialists have called the universality of the French language and to give the reasons why this language enjoys in all countries and among all educated people, the high reputation which it has attained.

In 1783, i. e., more than one hundred and thirty years ago, the Berlin Academy brought up in discourse the explanation of the universality of the French language. To thus state the problem was already to sanction signally a fact that was almost uncontradicted.

After an interval of more than a century, and after so many events, which have brought such profound changes in the linguistic domain, the French Academy judged that it was well to reopen simply, and without prejudicing the solution, what was called the question of French.

The Academy put to itself these questions: what has become of the language which our ancestors bequeathed us, and what have we done with it? Of what elements should it rid itself and with what new elements must it be strength-

ened and what conditions does its future demand?

It was not sufficient for the French at the end of the eighteenth century that their language, by virtue of its clear genius, should extend far and be adopted by all those who took a pride in culture; their ambition was to impose it upon their neighbors and even to substitute it for other languages. But a great change had been produced in the course of the century. Each people was coming to the full consciousness of itself, claiming as a public sign of its nationality, the exercise of its language. It is in fact a curious result to see the French supremacy destroyed in its very beginning by the French revolution, establishing and fortifying everywhere the cult of national languages.

At the first moment the French language spread wherever the French ideas penetrated and thus made the tour of the world. But it was not with impunity that France revealed to other peoples the principle of her liberty. Following her example foreign patriotisms declared themselves.

The desire for a language which should represent the country became a right which is based upon all the force of logic. The Jacobinical claim to supremacy was bound therefore to be disappointed and in 1799 when France returned to her frontiers, she left outside France only a few of the revolutionary ideas. As a set-off, thanks to France and contrary to her, it will be admitted in principle, that no country has the right to impose its language on others as an oppressive mark of its domination. It was in vain even that Napoleon tried in his turn, with that powerful method of organization which he brought to everything, to Frenchify his conquests. A violent reaction against his "literary despotism" accompanied his fall and caused the positive formula of modern times to triumph in 1814; respect to national characters and geniuses. A third date, 1871, marked the official advent of nationalities.

Although the supremacy of the French

language has disappeared, that does not prevent the universality of the French language from being maintained. The two ideas of extension and supremacy are not indissoluble. The Greeks realized that. They who had made of their language the means of culture for all parts of the then-known world, without pretending to enslave them. It is a splendid proof of the eternal value of the French language that it was able to bend to the new conditions which were made for it and that it was able to preserve the sort of universality which is tolerated, or better which is desired today. It no longer pretends to enslave others as a despot, but it can take its place beside others as a friend, and in that way, still see itself universally adopted. It imposes itself less, but it is asked for more.

In proportion as each nation has acquired a more exact consciousness of its own individuality, it has felt itself more inclined to communicate with others. The universality of the French language had had only a very limited domain, thinking Europe. Now it has the entire world, with its many races freed from tutelage and its boundaries indefinitely remote which had become the intellectual frontier: It is no longer a question of conquering a privileged class, but of speaking for all those who think. The more exacting our curiosity becomes, the more necessary becomes a language which shall satisfy it.

The more conscious we are of a dispute which would be inextricable without a rallying sign, the more necessary is a language which shall bring a principle of order. The more ideas there are in circulation, vague, strange, dangerous, healthful, salutary, and worthy of remaining, the more necessary becomes a language capable of choosing, eliminating and conserving.

The more we feel ourselves bound to all our brothers, the more necessary is a language which shall keep us united. It is by this very necessity that the French profits. What the advent of nationalities caused it to lose, French is regaining and more than that, through the ever-increasing need of international communications.

A country varied, pleasing, welcoming, France was, as it were, placed in the center of the world to be the uniting link of all races and of all civilizations. Her literature is not only the most widespread, it is also the most social. Social also are her science and her philosophy. The French language is a medium and imposes upon itself the duty of being such. Is it not France who gives the definite consecration to geniuses by pushing them forward? The language of diffusing knowledge, its essential quality is its modernness.

Contemporary thought demands an expression more rational than picturesque; French is a rational language. It demands an analytical expression; French furnishes it. It goes on enriching itself and stating itself precisely every day; French is enriched constantly by very exact words because of the eminently social life of the country, which does not permit a thing which needs a name to remain without a name. In France, it is usage that gives to words their rights of citizenship, so that the language is never behind in ideas. More than that, whoever wishes to live with his time must have recourse to French.

But what would be the good of affirming that it is the most modern of all languages if experience showed that it is decreasing? But facts prove the contrary. In the countries adjoining France, French is not falling back. Neither is it falling back in the European groups.

Switzerland and Belgium are countries where the French language reigns supreme. In England it is cultivated in preference to any other. In Russia it has almost become national, so well do the educated Russians know it and speak it in their families. In the east of Europe, in Greece, in the Balkans, in Egypt, the French language taught in the schools is familiar to the majority of the inhabitants. There are none, even to the Germans themselves, who do not consider the knowledge of our language as it were a mark of aristocracy.

All Latin peoples, the Italians, the Spanish, the Portuguese, have a natural liking for the French. In Central America and in South America, espe-

cially in Brazil, not only the educated but many of the common people speak French fluently. For several centuries French has replaced Latin as a diplomatic language, and it is in this language that the treaties of even the most eastern countries are written.

The universality of the French language is therefore well established, if not as the most widespread in the world, at least as the second language of almost all the nations of the world. It is consequently the bond between the different peoples.

In support of this it suffices to consider another fact, a new fact, and one which attests the great vogue which the French language enjoys, that is the flocking of foreign students to the universities of Paris and of the country, and the great success of the vacation courses organized in France by the Alliance Française. Their number has grown from one hundred to two hundred. But those who have listened to the word of the French masters, those who have lived the French life will necessarily become propagators of the French influence.

The French language, strong in its own worth, strong in new necessities which demand it imperiously, strong in all the facts which show its extent and its vitality, has a right to be called universal.

It does not fear the development of artificial languages which moreover are neither easier in the main nor more practical than it. Neither does it risk being deformed by the invasion of inferior or slang words against which, however, the reaction was not always strong enough, for, since Richelieu (that is, since 1635), the French Academy has been there to bar the way to intruders.

This delicate physiognomy, so pure in its elegance, this charming physiognomy makes the French language resemble a person whose intimate nobility would be translated by his exterior distinction; this harmonious physiognomy, whose character a single changed feature can alter, will never take a vulgar expression, for then people would turn from it and cease to treasure it.

That is why the French Academy has always hesitated to change the outer

form of the French language, even to improve it. Without closing its eyes however to the imperfections of its spelling it has always feared the effect of sudden innovations, which would at once present to foreigners a language with whose structure they would no longer be familiar.

These orthographical complications against which so lively a campaign was conducted a quarter of a century ago, are such only for some timorous spirits. The most rigid rules do not repel the foreign clients and still less the French who see in them with a just title, an additional beauty. The partisans of the reform of the French spelling belong to the same group as those who would like to see Latin disappear from the program of studies. To keep the Latin is to keep at the same time the stable force which attaches the language to its origin, which maintains its organic unity, and assures the permanence of its being. In America and in Canada we can advise the study of Latin as the best means of defending and conserving the French language against all opposition. Evidently the fine heritage which our ancestors have transmitted to us, this heritage unique among all peoples, has not remained unalterable in a century in which everything has been transformed. It has evolved for its own good and the gains have more than compensated for the losses. Become less imperious, it is only more necessary.

In all time, the universities, colleges, and the special schools of all countries have considered it an honor to admit French to the number of foreign languages enrolled in their program. It is almost more astonishing to see French imposed upon students who frequent the special schools. These schools, in fact, are utilitarian in their aim and in their methods, and although professional skill is the special aim of the training which is given there, there is no doubt, is there, that the latter depends not only on the teaching body but also on the character of the pupil? Everything that can contribute to enlarging the field of operation and the mentality of the latter is consequently welcome, and in the first rank comes the study of foreign languages and

especially of French. Its introduction to the curriculum of these establishments is based on the conviction of its value. All authorities in the educational profession in the entire world recognize that every man who knows only the civilization and manners of his own country, is quite lacking in a complete education.

In fact, such a man does not realize what he is losing until the moment when he begins to study the manners, customs, and languages of other peoples. Then he understands that an education cannot be complete without a serious knowledge of what other nations think, do, and believe. And does not the best way to arrive at this result consist in studying their languages? That at once explains why everywhere, and in all the countries in the world, we find the French language enrolled on the program of studies.

There are even institutions where the French language is the only foreign language taught. That is what is happening notably at the Rensselaer Polytechnic Institute at Troy, and in passing allow me to call to your attention the fact that the French methods seem to be a sort of tradition in the Polytechnic School at Troy. In fact, about fifty years ago, when the curriculum was revised, it is toward the Polytechnic School of Paris that they turned, so that the program of the two first years of study in the celebrated school at Troy is almost exactly the same as that of the famous school in Paris. The wonderful results that the Polytechnic School of Troy has obtained during the almost one hundred years of its existence, prove superabundantly that this institution can only be congratulated on all the excellent arrangements that have been made, as well in the language courses as in the other courses which are taught with so much success.

The intrinsic value of the French technical books is so great that it would be a crime to deprive the pupils in the special schools of profiting by them by not giving them the means of studying French.

Unfortunately the indifference of the majority of the students who frequent the special schools is great and that de-

pends perhaps sometimes on the attitude of the men of science toward the modern languages. There is, however, an incalculable advantage in being able to draw from the infinite wealth which the French technical books offer, and the knowledge of them is of great value and I dare say indispensable. But American students do not always realize, as they should, the advantages placed within their reach and we hear them cry sometimes: "but how will French ever help me to build a bridge?" Poor young mad-cap, imagining that you know all, French assuredly will not prevent you from building a bridge if you have the capacity of doing so, but on the contrary it will surely help you to build it more artistically. To assure yourself of that, poor young man, you would have only to cast your eyes upon the thirty bridges more or less, built over the Seine in Paris. You will soon see that they bear advantageously comparison with the congress bridge of Troy, the bridges of Albany or even those of New York.

It is not without interest here to recall an anecdote quite in favor of the French. It was in 1900 at a convention in favor of universal peace. It was held at The Hague, a city dear to Mr. Carnegie who, as you know, had a magnificent palace built there at his expense. More than three hundred delegates had assembled there. They came from all parts of the world. America, Russia, England, Germany, China, Greece, Japan, Turkey, and Asia were represented. At first there was fear that there would be a repetition of the tower of Babel, and truly they did not know how to get out of the difficulty, when suddenly they found a bond of union between all these diverse nationalities, and it was the French language that had the honor of solving the problem. It was in this language that matters were discussed, and our beautiful language permitted the American delegates, Messrs. Horace Porter, Jayne Hill, and Brown Scott, to win brilliant successes in favor of their country and universal justice. What would they have done if they had had only one language at their disposal, or rather, if they had not known the second world language, which is French?

Another argument in favor of the study of the French language, preferably to that of any other foreign language, is that everywhere the French arts and sciences have left an imprint of which no man of culture can be ignorant. They implant themselves in the countries which are most antagonistic to them. Here is what appeared last year in a German magazine, the "Kunstwart." It was a question of the interior decoration of the famous German boat, the *Imperator*, considered at that time as the most wonderful creation of the German genius. "The *Imperator*," said this German magazine, "is not a German boat, for Louis XVI rules as master in it. It was French artists who were called to decorate its whole interior. The walls of the restaurant and the panels are in the purest Empire style, the smoking room in Flemish style, the swimming room in Pompeian style, while the winter garden, as well as the drawing rooms and the dining room are in Louis XVI style. Everywhere the French style predominates."

Evidently I cannot take offence at this good Teuton review for having complained of this state of affairs, but neither can I keep from seeing the superiority of French art.

And truly, everywhere, we must say, the French arts and sciences are considered, it seems, as a sort of ideal perfection and the most extraordinary results obtained by the French scholars seem natural because they come from France. Did not Pasteur overturn and revolutionize the sciences by the marvelous discoveries toward which the hand of Providence led him for the welfare, not of France alone, but of all humanity? For Pasteur was a believer, and it is to overthrow the impious theory of spontaneous generation of the infinitely small, that he began his microbian studies, admirable studies which produced for suffering humanity supreme good, for its sovereign good is health. The discoveries of Pasteur and of his successors prevent him from losing it or help him to recover it when he has lost it.

Is it not the French who first pierced the Isthmus of Suez, under the direction of the famous engineer, De Lesseps? If

he was not able to finish his work in Panama, it was because he was overcome by fevers and political maneuvers. But his work at Panama was well conceived and no one could better resume and finish it than the Americans, who knew how to recognize the great work accomplished before them at Panama by the great genius of De Lesseps.

In mechanics, the marvels of the French aviation have always kept France at the head of the nations on this point, and the French were the first to fly over seas and cross continents.

Does not the metric system, so simple and so practical, adopted to-day even in China, contribute more than any other thing to render French science universal? As long as the world exists it will be with the French terms, meter, kilometer, kilogram, and with terms coined by the French genius that the world will measure and weigh things.

The Americans have, and have always had, the greatest admiration for the things of France. They have expressed it not only by words, but also by acts. Here is a striking example of it. More than a year ago, the death of Professor Desprannelle and the resignation of Professor A. H. Cox, left vacant two chairs of architecture in the Massachusetts Institute of Technology. Professor Gardner was sent to Europe to bring back the two most prominent men that he could find there, in whatever country it might be, and he brought back from Europe two Frenchmen, Mr. Weilhorski, of Tours, France, and Mr. Le Monnier, of Paris. Is not that a splendid homage paid to French education? But really, there is nothing new in that. France has always attracted the attention of the world. Placed in the most beautiful part of Europe, possessing a mild, agreeable climate, under which all vegetations flourish, France, by her wealth, has attracted one after the other nearly all the peoples of the world.

At first it was the Romans who brought their civilization and created among the ancient Celts the sentiment of patriotism. Then came the barbarians who, if they almost destroyed civilization among the Gauls, brought to them in exchange very strong and very pre-

cious energies. They were then followed by many others who tried to conquer this beautiful country. Then the Middle Ages saw the appearance of a simple, naive literature which arose after several centuries from a barbarian condition in the course of which the French mind, which had been seeking itself, had taken form. Later we view the blooming of the magnificent literary movement which followed the Renaissance, and finally from all that came forth the admirable harvest which the seventeenth century has given us, a harvest which has carried the French mind to its highest elevation, causing it forever to enter into immortality.

And in our time, from all corners of the world, the French soil is again visited by foreigners desirous of coming there to imbibe the intellectual food which it scatters with so much generosity, without ever asking anything in return. Its treasures of arts, of science, and of letters, are open to all those who wish to draw from them, and it places no other limits than the desires of those who ask for them.

America was not the last to profit by such fine advantages and among the different ways in which she has had the most helpful recourse has been, without contradiction, the constant exchange of professors which goes on between the French and the American universities. Harvard and Columbia have sent to France those of their scholars who could best initiate the French into American ideas, and we have seen the extraordinary, unprecedented sight of an American scholar teaching, in the English language, in the Sorbonne, while the French scholars were teaching in American universities, in French, trying to render the Americans familiar with our ideas in arts, sciences, and general culture.

But the exchange of ideas between France and America has always been continual, because in their history they have numerous points of contact.

Very recently the inauguration of the Champlain monument brought here a numerous delegation from France, representing the different manifestations of the intelligence, of the spirit, of the devotion and of the genius of France.

Members of the French Academy and of the Institute, generals of the army, men of letters, scholars, manufacturers, and even aviators, composed this delegation which brought to America a remembrance from a friendly sister nation. So they received the most cordial welcome in America.

If we go back a hundred years, we see that at that time the French language was the language most wide-spread and most spoken, but since the wonderful development of the United States, English has decidedly taken the lead; but only as a single language. For as a second language, if I may express myself thus, French still remains the second most wide-spread language. I mean, that every man who knows two languages, knows his own and most often the second is French.

That is what we mean now-a-days when we say that French is a universal language, and it is truly such, since it permits peoples of different languages to understand each other. France, who has so many times given proofs of her courage and her unselfishness, she who has so many times shed her blood to defend oppressed peoples, and who has always put her sword at the service of the weak and of just causes, this France, of whom Archbishop Ireland was able to say: "It is by learning the history of his own country that an American learns to love France," has the qualification more than any other nation to attempt, without possible suspicion of weakness, to direct the nations toward a friendly alliance after having caused them to share her intellectual treasures.

She remains then the first because she is the second everywhere. She is no longer universal in the way in which the close of the eighteenth century conceived, but the twentieth century finds her still universal. She is the instrument of moral and intellectual solidarity of peoples. She is the bond which unites the scattered parts of the great human soul.

Let your wit be your friend, your mind your companion, and your tongue your servant.

RE-EDUCATION OF THE CRIPPLED SOLDIER

George A. Works, Professor of Rural Education, Cornell University

AMONG the many questions raised by the war, none is more interesting than the problem of rehabilitation of the war cripple. The evils of the pension system and soldiers' homes have convinced careful students that from economic and social viewpoints, it is extremely desirable to make provision so far as possible for returning cripples to lives of industry. So strong is this conviction that in spite of the fact that previous to the war little had been done with the re-education of cripples, to-day every one of the leading countries engaged in this war has made provision for re-education of this class.

Evidence that this is no small problem is afforded by a recent study made by I. M. Rubinow and published by the Red Cross Institute for Crippled and Disabled men, in which it is stated that the proportion of permanently disabled men is about 63,000 annually for each 1,000,000 of men engaged. This source is also authority for the statement that the armies of the belligerents approximate 22,000,000. In December, 1916, an estimate published in the *New York Times* placed the men engaged at 18,150,000 but this estimate did not include the Asiatic forces. If the number engaged is placed at 20,000,000, it means that approximately 1,250,000 men are being returned annually from the armies with permanent disabilities. In spite of the fact that the majority of these men will probably be able to return to their former occupations, it becomes evident that the physical and occupational rehabilitation of the war cripple is a problem of enormous magnitude.

The desirability of endeavoring to rehabilitate these men may be briefly presented:

1. The pernicious influence of the pension system and the results of our system of soldiers' homes are fresh enough in our experiences so that we can recognize the desirability of making, so far as possible, each disabled soldier an independent, self-respecting, economic unit. Especially does this seem desirable and pos-

sible when we recall the fact that our conscripted army is composed of men from 21 to 31 years of age, men who are young enough to be susceptible to training and who have a normal expectation of life equivalent to that of early manhood.

2. As a corollary to the advantage of making the individual self-sustaining comes the value as means of national rehabilitation. Many of these men are specially trained and skilled. In other cases they may lack in vocational skill, but will be found capable of profiting by training. No more serious mistake could be made than that of permitting either of these classes to sink into the ranks of the unskilled. Much has been written about the importance of salvage of the material wreckage of the battlefield. It may well be that in the period of reconstruction and rehabilitation following the war that the nations which reduce the human junk heaps to a minimum through re-education and proper placement of their war cripples will have a decided advantage from the social, industrial, and commercial standpoints. It is also within the range of possibility that this war may be so protracted that the vocational rehabilitation of these men may be an important factor in deciding its outcome.

3. If the disabled are permitted to drift into the ranks of the unskilled they are certain to be subjected to exploitation by the unscrupulous.

These arguments, together with the magnitude of the problem leads to the conclusion that the obligation rests on our government to do all that it can to rehabilitate those men who are crippled in its defense.

The term re-education is commonly used as if it were synonymous with vocational rehabilitation. The following analysis shows that it is only one step in the latter process. Since these soldiers have been crippled in fighting our common cause it is not too much to expect that the government should assume at least the following obligations in con-

nection with the vocational rehabilitation of those called into its service: (1) The best possible medical and surgical treatment. (2) Provision for occupational exercises during the convalescent period in the hospital. These exercises are: (a) Bedside occupations for the patient before he has strength to enter the workshop or garden. (b) Occupational therapy, which is carried out in the shop and field. (3) Vocational re-education, or, perhaps, better still, simply education because in many cases the work will be the beginning of education for some of the patients and in other cases a continuation of their education. (4) Placement of the rehabilitated in wage earning occupations. (5) A system by which the cripples are returned to industry may be followed and a continuous registration maintained.

From this analysis it is evident that a strict interpretation of this subject would limit the discussion to the third step, re-education. Such a sharp cleavage is difficult to make as there is more or less overlapping of the five phases. For this reason no attempt will be made to hold strictly to the title of this article. However, special consideration will be given to the second and third steps, viz.: invalid exercises, especially occupational therapy, and the work of re-education.

Experience has shown that during the close of the first, or acute stage of illness, invalid or bedside occupation is desirable for most patients. Especially is this true in cases where the patient's disability is of such nature that he will be confined to his bed or room for a considerable period of time. Weaving, basketry, and simple handwork is used. Its primary purpose is to help shorten the time for the patient, improve his mental outlook, and keep him from growing depressed under a long period of waiting for recovery, and to arouse his interest in work. These occupations have therapeutic value, but they ordinarily have little or no value so far as the patient's vocational re-education is concerned.

Much more important from this standpoint is the occupational therapy. Long convalescence is characteristic of many of the disabilities of the returned sol-

dier, such as general debility, heart trouble, nerve disorders, tuberculosis, rheumatism, and injuries requiring orthopedic treatment. The experience of the warring countries has demonstrated that it is desirable to have this treatment begin as soon as the patient has recovered his strength sufficiently for him to work in a shop or garden. As a result, practically all of the convalescent hospitals are provided with land and shops in which the patients are required to spend more or less time each day while they still remain under care of the physician. Under the Canadian system the disabled soldier is required to select one or two lines of activity which he follows daily. The usual program in that country consists of two sessions, one from 9:00 to 12:30 and the other from 2:00 to 4:15. Each day the patient takes a thirty-minute walk, both forenoon and afternoon. He is given medical treatment adapted to his needs, and the remainder of the time is spent in the classroom, workshop, or with agricultural work. The hospital occupations are commercial subjects, arts and crafts, mechanical drawing, gardening, and care of poultry.

While this work may partake of a vocational nature, it is required primarily because of its therapeutic value. It must be borne in mind that from the time of enlistment until his discharge the soldier has little thinking to do for himself. He leads a life regulated by others even to the details. When an existence of this kind is followed by the shock of injury and a long period of suffering, especially when there has been loss of some portion of the body the patient is likely to be apathetic, depressed, and entirely lacking in ambition. Two or three quotations will make evident the value that those who have had the opportunity to observe the results of this treatment place upon it.

Doctor Sexton, of Halifax, in an address made in Rochester last year, made the following statement regarding men in the convalescent homes in Canada:

"We found that these men, instead of becoming better under the medical treatment, were absolutely deteriorating mentally and otherwise and were in dan-

ger of becoming so hospitalized that they would never go back to their civilian life with any vim.

"Therefore, we decided that they must have some kind of occupation and that they must have some kind of work. I do not suppose that there is anybody that does not know that work is the greatest curative in the world. So we began right away as soon as the military hospitals commission had an accurate idea of the situation and supplied some kind of occupation for every one of the returned soldiers. This was extended until it included even active cases in the hospital. The man who was flat on his back and who could raise his hand was given something to do, if he desired to do something to while away the time, and the medical officer had said he could take up some light work.

"It was found to be so good for the men that after an experience of six months it was made compulsory, and today unless a man is excused by his medical officer, he has to enter the vocational classes as part of his daily routine."

At the Interallied conference held in Paris last May, the following resolution touching this question was passed:

"It is highly undesirable that these men, to whom one is all the more indebted because they have suffered greatly and must suffer mentally and physically in the future, should imagine for one moment that they are herded into an asylum as incurable because they would be burdensome elsewhere. The whole future of these patients depends upon the care they receive. Given constant care and a well-thought-out system of functional re-education, astonishing improvement may be anticipated in some cases."

Sir Robert Jones in an article in "Recalled to Life" make the statement that:

"The effect on the mental outlook of the wounded man is equally important. A soldier is either fit for duty or he is in a hospital. After lying in bed weeks or months, while septic wounds have been slowly healing, he has often lost much of his spirit and initiative. If he is in a hospital where there is nothing definite for him to do, he is apt during his convalescence to learn the habit of getting through the day without doing

anything more energetic than smoking, playing cards, and listening to a concert, or, if out, going to a cinematograph show. When, however, the patient is in an atmosphere of work, he soon recovers some hold on himself and wishes to do something, especially when the satisfactory performance of his work earns some small extra privileges. As his power to work increases, he ceases to think so much of himself as a maimed man, but begins to think of what he will be able to do in the future."

The primary purpose of the work in occupational therapy is for its curative effects and whatever work is undertaken should be for this purpose. In spite of this fact it is frequently possible where there is a proper relationship between the hospital authorities and those who are responsible for re-educational work, to secure a definite articulation of the work in occupational therapy with the re-education, especially if the patient arrives at a decision with reference to the kind of work for which he desires to fit himself before he receives his discharge from the hospital.

It is desirable to have the work in re-education begin immediately upon the release of the patient from the hospital. It is found that if time is allowed to elapse and especially if he returns to home and friends where he received undue attention and consideration for some time, that it is difficult to arouse an interest in further re-education. Frequently the men have the feeling that they have made their contribution and that the responsibility of seeing that they are cared for in the future rests on other shoulders.

Dr. Bourillon, the famous French authority, touching this phase of the subject, says:

"The working force of the nation, decimated by the war, must be restored as far as possible by making as many as can be of the invalided economically productive to their fullest capacity. Again, from the social point of view, it would mean that grave difficulties would confront us if these splendid victims of war were to be exposed to the temptations and dangers of a prolonged period of idleness, unworthy of them. It is our

duty to make them understand that if society owes them a debt, they in their turn, must offer to their Motherland after their heroism and their sufferings, that which remains of their strength, and as far as lies in their power, the ability and the will to co-operate in the economic rebuilding of their country.

In order to attain this end, there must first be a preparation for the moral attitude of the invalid. This is necessitated by his particular state of mind, which is somewhat prejudiced, and it seems necessary for us to dwell for a moment on the causes and consequences of this condition.

All are not immediately willing to take up some work; far from it, and this is a tendency, the consequences of which are to be feared as much for themselves as for the state. It is all the more necessary to fight it, as evil counsellors, profiting by the disarray in which the souls of these peasants and workmen are plunged, have begun their disastrous work. To the question which so many of the invalids are putting, "What is to become of me?" they reply: "Make your claims heard! The state owes you everything; was it not in her service you were wounded?" Even now there is talk of forming a syndicate of the disabled which will be a hotbed of revolutionary movements.

These same agitators are also trying to persuade the disabled soldier that if he learns to exercise a new calling, it will have the effect of reducing his pension, and almost daily we are obliged to assure them to the contrary, for this statement has no foundation whatever. The pension remains absolutely the same whatever may be the amount earned by the disabled soldier before the war. These sinister suggestions, these counsels to a life of idleness and revolt are all the more dangerous as they fall on favorable ground. Our young wounded soldiers, weakened by violent and prolonged sufferings, dangerous operations, and nervous shocks, have had their equilibrium rudely shaken and disturbed. Such shocks to their physical organization are bound to react on their mental and moral condition.

Add to this their isolation, their nat-

ural preoccupation in their own fate and that of those dear to them, and it will explain the kind of inertia, the decay of will power, and the apparent indifference to the future, which gives the impression that the majority of them are incapable of ever again realizing the joy of work."

There is perhaps no way in which a more definite idea can be obtained of a method by which the re-education work may be handled than to consider briefly the system that is in operation in Canada. When the wounded man arrives in Canada he comes under the direction of the Military Hospitals' Commission and is assigned to a local hospital as near his home and friends as possible. He is interviewed by a local representative of the commission known as a vocational officer. This officer makes a complete survey from a vocational standpoint. This report goes to a local board, known as a Disabled Soldiers' Training Board, consisting of the direct vocational officer, a medical officer, and a representative from the local industries, especially the one in which the convalescent is interested. This board, after consultation with the soldier, selects his course of training. In arriving at a decision, the following points are considered: (1) The man's preference. (2) Results of examination. (3) Other sources of information. The decision of the board, together with the survey records, are sent to the Military Hospitals' Commission at Ottawa for consideration. If this body approves of the decision, it becomes the duty of the vocational officer to make it effective. During the time the soldier is in the convalescence hospital, he is still under military direction. When he is ready to leave the hospital, however, he is discharged so that if the work of re-education is undertaken it is voluntary on his part. The countries in which compulsory re-education has been undertaken have found that in general it is not entirely satisfactory. If this has been the experience of the European countries, it would be much less likely to succeed in countries that are characterized by the independence that is found among the people of this country and Canada.

It has been found necessary to assure the cripple that his pension would not be

reduced as a result of any increase in earning capacity that resulted from his re-education. In Germany this has been so marked that this state of mind has been named "pension hysteria." The Canadian government has made the following provision: "No deduction shall be made from the amount awarded to any pensioner owing to his having undertaken work or perfected himself in some form of industry." To avoid question the amount of the pension is fixed by a board before the cripple undertakes the vocational course of training. In those countries in which the disabled soldier is discharged at the end of the hospital period, since the pay as a soldier ceases, some provision is made so that it is possible for the individual to receive compensation during the training period.

In Belgium an interesting situation exists because the entire male population is mobilized. The men are kept under military discipline until the period of education is complete. The very best craftsmen are brought in to serve as instructors on a soldier's pay, which is approximately eight cents per day.

In considering the magnitude of the problem that may face us in connection with the re-education of our disabled soldiers, the Federal Board for Vocational Education makes the following statement:

"As regards numbers to be vocationally re-educated Canadian experience would appear to indicate 20,000 for the first year, 40,000 additional for the second year, and 60,000 additional for the third year, and aggregate for three years of war of 120,000 men.

"Immediate provision should be made for the training during 1918 of at least 20,000 men. In the second year of fighting, on the above assumption, the discharges from the military hospitals will provide each month between 3,000 and 4,000 candidates for vocational training, and in each month of the third year of the fighting, approximately 5,000 candidates.

If the vocational training course averages six months per man, the number of men actually in training may be roughly estimated to be 10,000 at the close of one

year of fighting, 20,000 at the close of the second year, and 30,000 at the close of the third year."

Numbers is not the only consideration as the educational problems presented by the cripples are numerous, due to the wide range in preparation of the men who entered the army. One of the first questions that will be presented will be that of teaching some of them to read and write the English language. The figures that have been given out indicate that it is a fairly large percentage of our drafted army that is unable to read and write our language. The experiences that we are now going through in various parts of the country, leaves no question about the desirability of giving such men an opportunity to learn to read and write our language.

Professor Bourillon of France writes:

"It is touching when an unfortunate man deprived of an arm, confesses, with downcast eyes, that he knows neither how to read nor write, and it is an impressive sight to see these brave men wearing on their breasts the glorious insignia of their bravery, spelling out like little children, with an air at once confused and stubborn, the letters of the alphabet. Their place is not in the vocational schools, but in the primary schools, and it is necessary that a huge organization, placed under the authority of the Minister of Public Instruction should remedy this sad state of affairs. Why not establish primary courses in all convalescent homes, which will gather together all the illiterate of the establishment for a few hours each day? Some local man, a teacher, taken by preference from the ranks of the wounded (there are more than 350 in the Primary Corps of the Seine), a few school supplies, and you have the means of dragging these unhappy one-armed men from the abysses of ignorance. Provided with sufficient elementary education, the invalided with one arm may easily be placed, either in public offices, in which, it is only too evident, posts which they are capable of filling must be reserved for them, or in private concerns as clerks, or as doorkeepers, messengers, etc."

The other extreme will be many men

who left a partially completed college or professional course who may desire to continue their preparation providing their physical disability will permit. It seems quite likely that many men who may have had other plans previous to being crippled, will turn to the teaching profession. An English writer in the September, 1917, "Recalled to Life" makes the following comment:

"To many men the teaching profession affords an opening, and the schools would be great gainers if suitable men, enriched in mind and character by the experience of the war, can be brought into the teaching profession."

Certainly provision should be made so that all men who have the capacity and preparation may avail themselves of the opportunities offered by the technical colleges and professional schools. Undoubtedly the largest number will secure their further training in some vocational field. The number of occupations that are being taught to the disabled at the present time in Canada and European countries, is between forty and fifty. They include typewriting, stenography, bookkeeping, tailoring, shoe making and repairing, telegraphy, printing, drafting, gardening, poultry husbandry, gas engine operation, preparation for civil service positions, electrical switchboard work, leather work, tin and copper smithing, woodworking, and chauffeurs. In the Belgium Institute for Re-education alone forty-three different trades are taught.

Many have felt that the conditions surrounding farm life would be especially attractive to the disabled soldiers, especially those suffering from "shell shock." The Canadian authorities, with this idea in mind, have made provision for furnishing 160 acres of land free to each war cripple and are making it possible for him to borrow as much as £500. In spite of this, 55% of the Canadian cripples who had previously had farm experience, declined to return to the land. Army life had resulted in such a development of the social instincts that they had no desire to live under the isolation that characterizes the life on the western prairies of Canada. In New Zealand the government has purchased 60,862 acres of land and set aside 264,396 acres of

Crown Lands for the crippled soldiers. Plans are under way to secure lands adapted to fruit, vegetables and poultry, that are near railways, so that the disabled soldiers may have such advantages as are afforded by convenient markets. The government advances money to the extent of £500.

The general opinion among students of the question is that farming, especially gardening, poultry keeping, beekeeping, floriculture, and small fruits, offers one of the best opportunities for those who are disabled to become completely or partially self-supporting. This opinion is based on statistical studies that have been made. To make farm life attractive to our returning soldiers, it will be necessary in the majority of the cases to make it possible for them to become owners of the soil. The land that is made available should not be in isolated communities. It should be good land, adapted to the kinds of farming activities that the cripple can perform most easily, and so located that a ready market will be found for the products. If the cripple is placed on a farm under unfavorable conditions he is most certain to become discouraged and bitter. In all re-education it is absolutely fundamental that the disabled should not be misled in the choice of their work, or else in a short time they will have abandoned their recently chosen occupation and become public charges. To make possible the placing of cripples on the land under these conditions will mean a carefully worked out plan on the part of the State and Federal governments or many of them will become victims of some of the various land schemes that are most certain to spring up.

What preparation is being made in this country for the rehabilitation of the disabled soldiers that are even now returning from our over-seas forces? A number of studies have been made especially through the Red Cross Institute for Crippled and Disabled men. Recently two bulletins on the subject have appeared from the Federal Board for Vocational Education and also one from the office of the Surgeon-General. This same office has two or three hospitals under its direction at the present time in

which occupational therapy is carried out for the disabled soldiers. Plans are under way for the establishment of many more of these centers in the near future. Great progress has not been made, so far as vocational re-election is concerned, because no agreement has been reached as to where the responsibility for the work is to be vested. Some feel that since medical questions are involved that they belong to the War Department, under the Surgeon-General's direction. Claim was made for it by the Department of Labor on the ground that it was responsible for the placement of the men when they were prepared to return to the industries. The Federal Board for Vocational Education has expectations on the basis of the fact that it had been recently charged with administering a system of Vocational Education through the United States. They had further claim on the ground that the problem was largely an educational one. Finally the following section taken from the war-risk insurance bill implies that the work is to be carried out by the Director of the Bureau of War-Risk Insurance.

"That in case of dismemberment, of injuries to sight or hearing, and other injuries commonly causing permanent disability, the injured person shall follow such course or courses of rehabilitation, re-education, and vocational training as the United States may provide or procure to be provided. Should such course prevent the injured from following substantially gainful occupation while taking same, a form of enlistment may be required which shall bring the injured person to the military or naval service. Such enlistment shall entitle the person to full pay as during the last month of his active service, and his family allowances and allotment as herein provided, in lieu of all other compensation for the time being.

"In case of his wilful failure properly to follow such course or so to enlist, payment of such compensation shall be suspended until such wilful failure ceases and no compensation shall be payable for the intervening period." No appropriation was made and as a consequence the bureau has done nothing.

As a result of a conference that was called by the Surgeon-General on Jan-

uary 14th, an agreement was reached between the various conflicting interests, and a bill was presented to Congress which, if it passes, will be known as "The Vocational Rehabilitation Law." Provision is made for a Board for Vocational Rehabilitation to be composed of one representative respectively of the Department of Treasury, Department of War, Department of Navy, Department of Labor, and Federal Board for Vocational Education. This act makes provision for maintenance of the disabled soldier and his family during the period of training and gives the Board wide powers in providing courses of instruction through existing educational agencies or by the establishment of new ones.

It is sincerely to be hoped that an understanding between all of the conflicting interests may be reached as there are many problems still to be met before we shall be able to handle in any adequate fashion our returning war cripples. Courses of study must be organized, teachers prepared, and effective propaganda carried on if the crippled soldiers avail themselves of the opportunities that should be placed before them. We are in position to benefit by the experience that the other countries have had. We have been willing to pour out wealth to send our forces abroad; certainly, we are not going to be less liberal in our expenditures for the rehabilitation of those who even now are suffering bodily injuries for us. What, if any opportunity for service in connection with this great work will there be for those of us who are engaged in the teaching profession? It is the invariable testimony of those countries in which the re-education work is not compulsory that a great campaign of education is necessary. In the early stages of the work of re-education in France, it was found that only about twenty per cent. of those who would have been benefitted, cared to avail themselves of the opportunity. As a result of a persistent effort to make both the wounded soldiers and the public understand the purposes and the possibilities of re-education a changed attitude has been brought about. In this phase we can all assist if we will take the pains to make ourselves intelligent on the subject.

THE EAR IN CORRECT SPEECH

Edwin Fairley, Jamaica High School, New York City

YOU will want to know, first, what I mean by "correct speech." In fact, I mean several things.

A. By correct speech I mean speech that is grammatically correct; speech that does not violate the canons of usage. I think you will all acknowledge that, while correct speech is greatly to be desired, the grim fact of incorrect speech is confronting us on every hand. While we are in the devout attitude as regards speech of the little girl who prayed, "O Lord, make me pure; make me absolutely pure, like Royal baking powder," we are actually far from pure.

1. We are face to face with the grim fact of incorrect speech in ourselves. While we are met here, encircled by all that exalts and embellishes civilized life, the grim wolf with privy paw is daily devouring space. In a recent notice issued by an English teachers' association I found two grammatical mistakes on one page. In a widely used rhetoric I find this rule: "Never use 'a' after kind or sort," and on another page in the same book the pupil is asked to write a composition describing what kind of an automobile his friend drives.

2. We are face to face with the grim fact of incorrect speech in our pupils. Do I need to bring in a bill of particulars? I am sure that your own experience furnishes you with all the awful examples that are necessary.

3. We are face to face with incorrect speech in our superiors, the educational authorities. There is always more or less fun in swearing at the management, and I fear that I take an unholy joy in the mistakes of those in authority. So when a superintendent comes into my school and says, "Say, listen, every English teacher ought to have their plan book," I am afraid I am not duly impressed by his learning. A president of a Board of Education, in a printed statement says, "Purpose and spirit is;" a superintendent writes to his principals, "If any principal wishes to use this fund, they will please let me know early in the term," and the judicious grieve.

4. Even public speakers are not entirely immune from mistakes. Only last week a distinguished professor and Har-

vard graduate was guilty of saying, "Someone had it happen to them." I sometimes find myself wondering why we play such ducks and drakes with our pronouns. If only all men would remember that a pronoun is a pro-noun and not a pro-verb or a pro-sentence. For example, "He walked fast, which made him warm." But enough.

B. By correct speech I mean speech that is simple and easy to understand.

1. It should be free from pretence. I once had a pupil who would flap his wings and fly away, no matter what subject I gave him to write upon. Here is one of his flights. I asked him to explain the word "chanticler" in "Sir Launfal." He said that chanticler was a beautiful feathered songster who used to alight at L'Allegro's window, of a morning, and summon him with song to the day's pleasures.

2. Correct speech should be free from purple patches. By purple patches I mean such things as this: "Afar down the alley a lone ragman drove his chariot slowly along and chanted his plaintive lay. The wind moaned through the chimneypots, the red sun looked dimly down through the smoke, and the little bird stood on the roof of the cowshed and scratched its neck."

"Sadly the stray policeman in the gray distance swiped a banana from the cart of a passing Italian, and peeled it with a grimy hand. He was thinking, thinking. And the dead leaves still choked the tin spout above the rain water barrel in the back yard. And the little bird stood on the roof of the cow-shed and scratched its neck, and softly murmured, 'I scratch because it itches.'"

I think I may take for granted that we all want correct speech. That is, we covet such speech for ourselves and we should like to hear it in others. But, so far, the common speech has been too powerful for our puny efforts to cure its defects. Shall we keep on in the old way, or shall we be willing to try something different?

In "Comus," when the Lady is lost in "the perplexed paths of the drear wood," at night, she says that her ear, if it be true, must be her best guide. I take her

word as my text when I speak to you of the ear in correct speech. There is little doubt that the ways of words in English speech are like the perplexed paths of a drear wood to many of the pupils in our schools. They might cry out, if they were articulate, in the very words of the same Lady in "Comus,"

"Oh where (else)

Shall I inform my unacquainted feet
In the blind mazes of this tangled
wood?"

How shall we teach them their way?

There have been two ways in which that question has been answered. The first, which has usually been given by English teachers, is that we shall teach correct speech by compelling our students to learn the rules of grammar. The second is that we must drill them constantly in the best forms, and let them learn correct speech through the ear. You elocutionists will probably all be found giving your allegiance to the second method, so that when I appear before you to advocate that way of redemption you may think that I am doing a useless thing, but the other camp is so strongly entrenched and so completely in possession of the field that I am perhaps justified in splintering a lance on your side to see if, together, we may accomplish something in dislodging that hoary old foe, formal grammar, from his position.

I am impelled to this the more from some recent experiences. In a fifth term high school class a pupil recently wrote "I seen" and "that learned me a lesson" in the same theme. When I read her own work to her, she immediately corrected both mistakes. She had had all the instruction in grammar given in the elementary schools, and in New York City that is no light diet, for a recent investigation shows that 42% of the time devoted to English in the last two years of the elementary course is used for instruction in formal grammar, and she had had two years of systematic instruction in grammar in our own school and yet she wrote "I seen" and "that learned me a lesson." I confess that this experience has given me a shock from which I hope that I shall not soon recover.

Again, every term, as an English teacher, I am confronted with the necessity

of preparing my pupils for a three hour Regents' test in English grammar, a test which is so hard that many teachers could not pass it, and so useless that I cannot see that it helps my pupils one inch on the road to correct speech. And yet I must spend several weeks every term drilling my boys and girls in formal grammar, for they cannot be graduated from any high school in New York City without the two Regents' counts in English grammar. We have to learn such things as the nominative absolute, which I loathe and abhor and never use, at least in my lucid intervals. I ask you if you like this locution, "The rain having ceased, I lowered my umbrella?" We have to learn the objective complement. And when we have learned it, of what use is it? Does it help me one iota after I have painted the town red to know that "red" is called an objective complement? So I shall try to make two points this morning, first, that formal grammar is not the way out in correct speech, and second, that the true way out of the perplexities of English speech is through the ear.

First, then, grammar does not teach correct speech. It was Richard Grant White who called English a grammarless tongue. He was not quite right, of course, but he was so nearly right that we can take a leaf out of his book. Grammar records usage; it does not make it. When usage changes, as it always does, grammar must change, too. Years and years ago, usage gave up thee and thou in the singular and adopted the plural you instead, but how loath grammar was to record the change. When I went to school, the grammar I studied in Lawrence Academy, Falmouth, Mass., had not yet heard of the change. Usage and grammar remind me forcibly of the relation of the idealist and the practical man. The idealist always leads, the practical man comes trotting after, and usually a long way after.

"The idea that the free use of speech is tied down by the grammarians must first be given up; all that the grammarian can do is to formulate the current uses of his time which are determined by habit and custom, and are accordingly in a perpetual state of flux"—A. H. Sayce, who goes on to say, "We must next get

rid of the notion that English grammar should be modelled after that of ancient Rome; until we do so we shall never understand even the elementary principles on which it is based. Then he goes on to say that we cannot speak of declensions in English, since English has no gender except in pronouns of the third person, and no cases except the genitive. It is absurd in English to speak of the "agreement" of adjectives with their nouns, for there is no such thing. The same word may sometimes be a noun and sometimes an adjective, as "Boston" and "Boston baked beans" can show. We cannot compress our verbs into the categories of Latin grammar: for example, the present tense must include the progressive and the emphatic forms. Our verbs are so helpless that they cannot stand alone. Dream by itself is a noun; it needs a subject before it functions as a verb. We have no objective or accusative case except in the forms of a few pronouns. The subjunctive as an inflectional form is rapidly disappearing. And so we might go on. Perhaps enough has been said to show that there is at least some foundation to the idea that English is a grammarless tongue.

I should like to say further that, far from being an aid to correct speech, grammar is sometimes a positive hindrance. I defy anyone to think of the grammatical relation of a word and at the same time carry on a connected train of thought. It is of course doing two things at once and few of us can do that. As Jespersen says, "When the mind is occupied with a word as a grammatical phenomenon, the mind's power of calling forth ideas is, of course, lessened to a considerable degree." An added embarrassment arises from the circumstance that we think, not in words, but in sentences. So if, when we are thinking in sentences, we stop to arrange the syntax of a word, two different categories come into head on collision, with the result that neither the grammar nor the thought is carried out to any satisfactory conclusion. The unit of speech is the sentence, not the word, just as the unit of a well organized society is the family, not the individual. A committee of our New York City Association of Teachers of English made a careful study of the conditions in the elementary schools and

found that the results of English teaching were very unsatisfactory, for the critics of the schools could say with some degree of truth, "Your boys and girls cannot compose a decent sentence: they cannot write even an ordinary letter." Our teachers admit a large part of this indictment, and also admit that they are using 42% of the time available for English in teaching formal grammar, which even the teachers who are the chief sinners confess has little or no influence on forming correct speech habits. So we, for I include myself reluctantly in the indictment, are in the anomalous position of using 42% of the time devoted to English for a subject which either does not in practice, or cannot materially aid in securing correctness of expression in English. Our committee went on to recommend that a large part of the time actually used for technical grammar be employed for oral and written expression, that only the essentials of grammar be taught, and that the time usually spent on grammar be employed directly, with purpose aforethought, in the securing of correctness of expression.

Coming now to the positive part of my subject, I want to say that we learn correct speech through the sense of hearing, through the ear. Here I hope you will be with me heartily, and so in all confidence I bespeak your co-operation. I do not at all want to unload upon you the responsibility for correct speech, but I do want to feel that you will help the English teachers, so that this great responsibility may be shared and broadened, and that so the possibility of securing correct speech may be made more likely.

A. My panacea for the cure of the ills to which speech is heir is very simple, but none the less effective, I trust. It is, in one word, drill in the accepted forms of correct speech. How do we learn to walk? Is it by learning carefully the rules of equilibrium, and by making a study of the anatomy and physiology of the walking muscles? In learning to play tennis, is it necessary to study the laws of projectiles, and to be up on the resilience of rubber, and to have a working knowledge of ballistics before one is qualified to say "Forty-love?" Of course it isn't. But, you say, walking and playing tennis are not cases

in point. Speech is altogether a different thing. It has definite laws which one must learn if he hopes to be proficient. Yes, speech has definite laws, but grammar does not make them; it only records them after they are made. I shall not object to a little grammar late in the high school course, but I do object strenuously to the important place which grammar has taken in our secondary and elementary schools, for I believe that it is not doing what it is supposed to do, giving us correct speech. I should set pupils to work to learn good usage by reading and practising good usage under competent leadership. If we want our children to learn dancing or any other form of bodily activity we set them to practising it. Speech is just as natural to a normal human being as walking is and should be taught in much the same way. Savages and children who are equally ignorant of the laws of speech manage to communicate with each other pretty well. Indeed, savages, as ignorant of grammar and its laws as possible, still have ordered speech.

B. The way to correct speech is the way of drill. We don't make enough of drill in any department of education with which I am acquainted, and we have rarely tried it in our efforts after correct speech. So I say let's try it. I am convinced that the best way to deliver children from the errors of speech to which they are prone is to drill them constantly in correct forms. If, for example we have children who are weak in any specific form such as using a singular subject with a plural verb let us give them an abundance of drill material in that very thing and I am sure that they will see light after a while. They will come out quicker that way than they will if we oblige them to commit a rule to memory. "It is him" and "it is me" will yield sooner to drill than they will to rule. "Whom are you? said Cyril" and a lot of others, and Cyril and the others probably knew the rule but just violated it because they had not been that way before. Habit, the psychologists tell us, is the wearing of pathways in the brain. The brain does easier the second time what it has done the first time, and so on, ad infinitum. The way to have correct speech is like Horace Greeley's recipe for resuming specie pay-

ments. We must begin and keep on until good speech becomes second nature. Eternal vigilance is the price of a good many other things besides liberty.

Another excellent device for securing correct speech is an abundance of reading aloud. I fear that this practice has fallen into disuse in many places. We take for granted that our children can read, when as a matter of fact, they can do nothing of the kind. Indeed, I may even dare to say in this presence that many teachers cannot read as they should. I don't mean that they cannot read with all the graces of the elocutionist, but I mean that they cannot read a passage of ordinary prose so that the meaning of it is apparent to the wayfaring man, though a foolish one. I sometimes regret the passing of the old-fashioned reading book. In the district schools of Massachusetts in which I received what little elementary education I absorbed, the general practice was for every scholar in school to belong to some reading class, and every day and sometimes twice every day we were obliged to read aloud. This was excellent practice for us all, and I look back to those old days with a good deal of satisfaction. I still have as a choice treasure my old Parker and Watson Fifth Reader, which I would by no means part with if I could not obtain another. The school reading was supplemented, in my own case, by a lot of reading aloud at home. I was brought up in a minister's family, where as soon as a child could read a little, he was given a Bible and made to take his turn in the morning and evening reading of the Bible; in the morning from the Old Testament, and in the evening from the New. Now I say all this, not by any means to set myself up as a paragon, but to urge that we make greater use of reading aloud as a means to secure correct speech. I think that I should prefer reading aloud to declamation as a guide to good speech.

While I am on this division of my speech I should like to say a word or two about other sources of good English which I hope will never be neglected. I refer to the English Bible and the Episcopal prayer book. I am not an Episcopalian, and I never expect to be, but I have a great admiration for the English of the prayer book. At one time I set myself to commit to memory many of the

collects, and I have never regretted the time thus spent. There is a noble naturalness and a direct simplicity about both the Bible and the prayer book that are beyond praise. If we could come somewhere near to their style, as Abraham Lincoln did at times, we should be in a good case. We know very little about the laws of prose rhythm, but we may learn a lot about the reality of prose rhythm by cultivating a familiarity with the phraseology of the Bible and the prayer book. Another way mark on the road to correct speech will be attained when we turn every recitation into an exercise in English. There are a few recitations where this cannot be done, as in the foreign language classes where all instruction and recitation are in the language studied, but all our science classes, all our mathematics classes, and all classes where it is at all necessary to use the vernacular should be turned into English classes. I have sometimes heard teachers of other subjects say that they have no time to bother with the English of their pupils, or if they find a scholar poor in English they come whining to the English teacher that his work is poor, for his pupils use incorrect English. I know that our work as English teachers is poor enough, but I have grown callous to the complaints of other teachers. I have one reply to all their complaints. If you use English as one of the tools of instruction, then it is your duty and not mine to see that your pupils make use of good English. So it should be the duty and privilege of every teacher to insist that good English is used in his class-room. Here, it seems to me, is where the principal comes in. We shall have co-operation of departments to secure good speech and writing when the principal insists on it, but hardly before.

In the last place, we may take a leaf out of the experience of those teachers who have revolutionized the teaching of foreign languages by introducing the direct method. I have had the good fortune for the past six years to teach side by side in the same school with those who are employing the direct method in the teaching of both modern and ancient languages. It has been a revelation to me to see the enthusiasm which has been developed in Latin and in German as soon as the direct method has been

introduced. I feel that I was born too soon. When I remember the agonizing hours which I spent over the declension of adjectives and the conjugation of verbs, I sometimes wish that I could be born again and do my language study over again, too, under this new and attractive and I am bound to say, efficient system, for by it the pupil learns the language itself, not a series of facts about the language. So I would have our English speaking boys and girls actually learn English, not a lot of facts about English. Let us by all means have the direct method in English if this which I quote from the preface of "Beginners Latin" by my colleagues, Drs. Chickering and Hoadley, is as true of English as they think it is true of Latin:

"The Direct Method is that method which presents Latin directly to the mind of the pupil, as having a living and immediate significance of its own. It maintains that word-forms, word-order, and syntax are neither independent nor abstract and mechanical phenomena, but that they are inseparably bound together to form a living means of conveying real ideas. Therefore it teaches these three elements together, presenting syntactical phrases as a species of vocabulary, and always in complete sentences." To all of which I say, "Amen."

To sum up, then, I have tried to show that grammar does not teach our pupils to use correct English, but that the key to correct speech is the ear, and we may train the ear just as any other function of the body is trained, by drill. Then I have tried to show that reading aloud, the use of good models such as the Bible and the prayer book will help and that we shall take a great step forward when every teacher who uses English as a medium of instruction insists on "good sentences and well pronounced." In conclusion I have urged that we all take a leaf out of the book of the reformers in foreign language study.

And now, as a final word may I bespeak the co-operation of all who love our good English speech and literature to help in the great work of securing correct speech? Years ago Goethe wrote: "Thus I had learned Latin, just like German, French, English, only through practice, without rule and without system. Any-one who knows what the state of school

instruction was at that time will not find it strange that I neglected the grammar as well as the rhetoric; everything seemed to come naturally to me. I retained the

words, their formations and transformations in my ear and in my mind, and I employed the language with ease for writing and talking."

MUSICAL CULTURE AND APPRECIATION

A. Stanley Osborn, Director of Music, Skidmore School of Arts, Saratoga Springs

FOR many years, public school music teachers have been occupied with the teaching of the symbols of music. Many excellent methods have been formulated and administered which, in many instances, have developed remarkable ability in children to recognize and reproduce in tone, complicated and difficult notation. The emphasis has been placed upon the expression of music symbols. Lines, spaces, clefs, notes, rests, bars, scales, and signatures have become common and significant terms to the masses through several generations of children passing through the grades of our common schools.

Nevertheless, little progress has been made toward general musical culture and appreciation. In our high schools, when music is offered as an elective study, a preposterously small percentage of the students show inclination to pursue a subject which is popularly supposed to make a strong appeal to all men. In schools, where graduates from the grades and from high schools have presented themselves for advanced training in music, it is not uncommon to find that the student's mind has not been impressed with the simplest facts of musical notation, and serious musical works are looked upon with aversion.

The emphasis, then, has been placed upon the expression of the symbols of music rather than upon the musical expression for which these symbols stand. Music symbols are really used for the purpose of translating musical ideas and emotions into sound.

The two great factors in music symbolism are tone and rhythm. Both of these factors are almost wholly physiological in effect. The fact that tone and rhythm do make a strong appeal to certain physical sensations has made it possible to obtain the attention and hold the interest of children through the greater part of the pre-adolescent period.

Because of this fact, more than any other, we have been ready to believe that we have been administering education through music. Although education through music may be as advantageous as through any other medium, it would seem possible and highly advisable to develop these principles of pedagogy in the acquisition of a musical education rather than in the acquisition of abstract habit, association, memory, imagination, etc.

In this day and age we are convinced that music consists of more than mere sense excitation. We are accustomed to say, when asked, that music cultivates the higher emotions and feelings. We are vaguely conscious that the real value of music does not lie in those things which we teach about music, but in intellectual and ethical values which we hope may be acquired by the study of the symbols of that unknown quantity.

The fundamental meaning of music expression is the act of giving outward tonal form to mental conceptions. We use lines, spaces, notes, etc., for the purpose of translating these conceptions into sensuous form. Just as language has value only as it serves to express ideas, so music is valuable only as it expresses or conveys ideas. The formal part of music is secondary to this. The intellectual or conceptual elements in music should receive the first and greatest amount of attention on the part of the pupil as well as on the part of the teacher.

It is but a few years past when language, history, geography, arithmetic, etc., were taught as a series of facts unrelated to each other and to life. Today the child is led to take a vital interest in his school studies because he is taught to see their relation to his everyday experiences and needs. Expression through these sources of learning enters into his work and his play in his social environment. Music, on the other hand,

as presented to him in schools, is entirely foreign to his life's experiences and his natural mode of musical expression, if he has any.

To confine a pupil to notes and to neglect to do anything that will incite him to listen and to form mental images of that which he hears is to proceed contrary to the principles of the mind. The formal part of music is largely mechanical. Music must first be a conception of the soul which shall find expression through the voice or fingers.

In McMurry's "How to Study" the statement is made that "subject matter and the pedagogical scheme must be adapted to the children, instead of adapting the children to an adult's comprehension of subject matter."

We have observed that a child's early experience in the acquisition of language was by imitation. We know that this power is his strongest faculty. But we have often overlooked the fact that the strongest incentive in the acquisition of language was self-expression. The desire of the child to express that which he feels, sees; hears and imagines is an all-impelling force which constantly incites him to increase his vocabulary and his experiences. Nor is there any occasion to drive him to his task. In fact, we are often out of patience with the incessant prattle of the little ones.

Now, if this is true in the acquisition of a language; if the great incentive is self-expression, why is it not equally true in the acquisition of expression through music?

Most children, with slight encouragement, readily express certain phases of emotion in simple, original song phrases. If encouraged in this crude but spontaneous musical imagery, they will soon express feelings in well rounded phrases and in simple songs, while retaining, to a considerable degree, their early freedom and naturalness. Such creative work is, at first, entirely individual. This work, performed for the pure joy of self-activity, will, in due course of time, serve as a basis for technical study. The necessity for a knowledge of lines, notes, rests, rhythm, clefs and signatures will be apparent in the effort to preserve the thoughts of the individual and of the

class. Music will take on a new significance and the songs and music of others will be studied in order that the student may grasp their ideal musical conceptions. Music will become a language made up of beautiful thoughts and of entrancing tonal expressions of thought rather than an arbitrary selection of notes and measures. As the pupil advances, the vague whole of music will be slowly differentiated, and technical study will be the logical result of an inquiring mind.

A few years ago I observed the work of a fourth grade which, through the primary grades, had been encouraged in self-expression through music. The class was intensely interested in the recent birth of a little baby girl, the daughter of their principal. During a music period the class asked permission to write a song for the little baby. Work was begun, each student contributing to the effort of the class. After many suggestions and corrections the following words were accepted:

1. Hushaby, lullaby,
Dear little baby, Marie.
Lullaby, hushaby,
Slumbering, sweet Marie.
2. Hushaby, lullaby,
Mother's sweet baby Marie.
Lullaby, hushaby,
Go to sleep, baby Marie.
3. Hushaby, lullaby,
Mother is rocking Marie.
Lullaby, hushaby,
God will take care of thee.

When the words were completed, the character of the melody was discussed and many melodies were submitted for inspection and approval. Finally the combined effort of three children was chosen.

Technically, the work is not remarkable, but the children of that grade had learned to express in music an idea and an ideal of childhood and of motherhood. A Berceuse ever after would convey to their minds a message so sweet and so holy that its music would be as clear and distinct in its impression as the fondest caress of a loving mother.

Furthermore, the working out of this melody, phrase by phrase; the balance of phrases; the closing of the section; the completion of the period, was a lesson in music from which was a vital problem in the fulfillment of an act of kindness.

In this process, the imagination is the dominant faculty for our imaginary creations are but the reflex of our personal experiences. It has been said that "Imagination is a master power commanding all our other capabilities. Memory, from our stores of experiences, supplies imagination with material. Will contributes purpose and concentrated and sustained effort. Emotion gives wings to imagination. Thought contributes discretion and law. Imagination is the master-builder,

and our other powers are the co-operating workmen."

"Since imagination is so important to the advancement of the individual and of the race, its training becomes a vital problem of pedagogy." Among the means for developing the imagination, music ranks foremost. Effort to create musical ideals educates the musical tendency of the imagination and awakens an interest in, and establishes a motive for, the acquisition of a knowledge of music symbols.

The foregoing remarks should not be interpreted as minimizing the necessity for technical training in music. They are intended only to clearly define education in music.

SOME WAYS BY WHICH THE TEACHING OF COMMERCIAL SUBJECTS CAN BE VITALIZED AND MOTIVATED

C. A. Thompson, Mt. Vernon, N. Y.

AS commercial teachers, we have been on the firing line of progress for some time. We have been in trenches and sometimes not any too firmly entrenched. Just now we are over the top, and in action, not on the offensive but ready to assume leadership. The opportunity is ours to demand recognition as specialists and educators where this recognition has not already been accorded us. If we would merit this recognition, we must extend our sphere of usefulness in the community where we live and are employed. Our mission is one of service. We must assume new responsibilities. We must enlarge upon the scope of our work in the preparation of young people for the various commercial activities. According to the last United States census, approximately 40% of all people engaged in gainful occupations are in commercial lines, while only about 15% are engaged in clerical work. Yet we, as commercial educators, because of tradition are inclined to emphasize those subjects in our course of study which fit for clerical duties. I will grant that clerks are promoted to other positions and that all who start in business must take a minor position, which is usually a clerkship, but I believe promotion now depends more on natural ability and adapta-

bility than on the training we give. At any rate we should determine by surveys and study of business vocations whether or not we are meeting the needs of those whom we teach.

We have been in the past far too traditional. We have followed the trend of the private business school, which has served a very important purpose and is still doing a great work, but if we continue to train for stenographic and clerical positions with the increased numbers knocking at our doors for commercial courses, the markets for this kind of service will be flooded. Conditions such as now exist, which occasion an unusual demand for clerks and typists, will bring this about by influencing many to prepare for this work. At the present time, increasing numbers are calling for commercial courses. Does it stand to reason that this vast army of clerks and stenographers will be able under normal conditions to market their services at any fair price?

I make a plea for a broader and more general commercial course of study, looking forward to the productive fields of commercial activity. I believe a commercial course should be extensive enough, general enough, and comprehensive enough to meet the needs of all and

insure a firm foundation on which to build and grow in any commercial line and at the same time intensive enough in certain subjects to insure expert service on the part of the one thus directing his energies.

Fellow teachers, we have accomplished much, but I feel that we have made only a start. I like to think I am optimistic. I think we should all be optimistic all the time and under all conditions. If we are not, we have no faith in our own powers. There is no place on this earth for a pessimist outside of the penitentiary. The question I would ask you to consider with me now for a few minutes is, How are we to identify ourselves in the community where we live and are employed? Are we to identify ourselves as commercial teachers or business specialists—if we lay claims to the latter title? Do we fully realize just what this great business world is demanding of us? Do we realize just what our opportunities are? If we do, then we must identify ourselves with the great business interests of this country and demand recognition as experts and specialists. We must assume leadership, but at the same time show a willingness to follow. Willingness to follow indicates ability to lead. Then how are we to identify ourselves? In the usual process we have to tell: Who we are; Where we live; What our business is. Let me ask, "Who are you?" You answer by giving your name. Then I ask, "Where do you live?" You answer, "I live in Syracuse." Then let me ask, "Do you live in Syracuse or do you stay in Syracuse?" If you simply stay in Syracuse, you are not fulfilling your mission as a business specialist. Do the business interests of this city know you are here? Is your presence as a business specialist felt in this community? The immortal Lincoln once said, "I like to see a man proud of the place where he lives. I like to see him live in it so that it will be proud of him." Is our home city proud of us? Teachers are too often accused of being nonentities. May this not be said of any commercial teacher? For us to live in a community means to mingle with, move with, and work with the commercial activities of the place where we are employed, as these activities are analogous to our line of work. We should be public spirited

and interest ourselves in many things for the welfare of the community.

The next question is, "What is your business?" Can you say, "I am a business specialist or a business expert employed in the capacity of a teacher?" To become experts we should study the business organizations of which our pupils become a part. We are being paid for expert service, and we should clearly demonstrate that our services are of an expert nature, even though we do not draw an expert's salary. It is our own fault that we do not. We should be in the business community, of the business community and for the business community, in the capacity of business experts. Let me repeat for the sake of emphasis that our mission in the community where we are employed is one of service of an expert nature for the benefit of the community. Mr. S. S. Packard, founder of the Packard School, who became well-known professionally because of the masterly way in which he conducted his business school and well-known in a business way because of the success he achieved as a business man, on one occasion said, "A school master, all that I am—I hope I am all of that." Mr. Packard was more than a school master, in all that would imply. He was a thorough business man. In his time, to be a school master might have sufficed, but not so to-day. A commercial teacher must be the master of a situation, and that situation is not confined to the school room. It comprehends the whole field of business. How are we teachers to vitalize and motivate the teaching of commercial subjects? Vitalizing a subject, as I understand it, means to make it teem with life in action. This is possible only where the teacher knows business. We should have such a thorough knowledge of business that we can interpret our class room processes in terms of business processes, and in some cases, make these processes identical. The pupil must be made to feel that school is not only a proposition for business life, but that it is business life.

Motivating a subject means to discover logical reasons that subject should be taught or studied, and the real purpose of teaching or studying that subject. Our work is to open the gates of commercial life for our pupils, through which they

can pass to discover new opportunities. Beyond these gates is a business environment into which they are ushered. This environment exists and we are almost powerless to change it. The question is, Are we who are training young people for this definite line of work, thoroughly acquainted with this environment and do we know just what is required? If not, then we cannot motivate our teaching. Neither can we vitalize it to the extent we might if we were acquainted with business organizations. If we know business, every subject we teach pulsates with real business life; we conceive that a knowledge of these subjects gives employment to millions of workers and food to millions of homes, and plays an important part in the commerce of nations. A teacher with such a conception of this work finds his task the very reverse of drudgery. We cannot hope to vitalize and motivate our work successfully unless conditions are right. We cannot bring real business conditions into the class room, but we can bring a business atmosphere.

Following out a plan of connecting up my class work with things real and vital which I try to follow in teaching, I am going to tell you of the activities of a Mr. Goahead, who was elected head of a commercial department, and as a business specialist inaugurated many plans in the line of progress for developing his work. Mr. Goahead possesses no unusual qualifications. He is simply a thorough, progressive, business specialist. He was engaged a number of years ago to take charge of the commercial department of a high school, say in Syracuse, New York. The department at the time he took charge had been established for some time. It was a large department because there was a demand for the work, as there always has been in this growing city. In the beginning, Mr. Goahead had to adapt himself to conditions as they were. The old programme was followed and no marked change was made in the order of things. After he had acquainted himself with the situation inside the school and made a general survey of the whole field, he sought to ascertain what might be done to improve the work. Mr. Goahead found many discouraging conditions. The department was in crowded quarters. Rooms that

were not well adapted to other uses were equipped for a commercial department. The department was scattered over much of the building, which hampered the supervision. The rooms used for typewriting were poorly ventilated and poorly lighted. Much of the furniture was inadequate and not suited for this use. Many teachers had been engaged not because of their preparation for this line of work but for other reasons. Many of the pupils in the department had been transferred from other courses because of unsatisfactory work. They had attempted the study of dead languages, ancient history, and prosaic literature, with which they did not function, and it had affected them pretty much as a hypodermic affects a restless patient, or they had grown restless and wilful. The department was suffering from many ills. The programme had been juggled by the M. A. principal in the interests of the scientific and classical courses, and to the detriment of the commercial course. Pupils taking commercial work were not required to follow any definite plan. The course of study was not well organized. These conditions were pretty discouraging, but Mr. Goahead was a genial fellow. He was an optimist. He could smile. His masterly ways of doing things inspired confidence in both teachers and pupils. He called his teachers together for a conference and made known to them his anticipations and his hopes. No change could be made at once in the course of study. The present organization must stand for a while, so he gave his attention to the teaching and supervision. At this time, the only English taught commercial pupils was the regular high school English. Bookkeeping was taught by the checking plan. Typewriting was given very little attention. No attempt had been made to vitalize or motivate the work. He told his teachers that he desired each teacher to become a stage manager in the sense that he should stage his class room performances and direct rather than teach, in the way that teaching had been done. He desired that the socialized recitation be made use of in class work; that results be produced by the activities of the pupils rather than by the activity of the teacher. He reminded them that their pupils would remember nearly all the work performed in class

if the work were true to life, while they would remember little that the teacher told them. He said that he wanted to see the class work vitalized through the activities of the pupil, and through these activities self-interest on the part of the individual pupil stimulated to the point where his work would be lifted from the plane of drudgery to the plane of privilege, affording him the real joy his nature craves. He then set forth as a result of reading, study and experience some profound theories on teaching. He wanted to know how many had read Tom Sawyer. Many had. He pictured to them Tom sitting on a barrel munching apples while his boy companions whitewashed the fence in his stead, and how Tom won this triumph because he knew how to emancipate work from the plane of drudgery and exalt it to the plane of privilege. He continued by saying, "the work of our pupils must afford them satisfaction and happiness. They will not respond readily if they do not like the work. We, as teachers, must be able to substitute needs for wants. This betokens a high type of leadership. We must draw upon our imagination in the process of substitution as we learn how best to articulate our school room activities with the business activities of the community. "All work and no play makes Jack a dull boy" is no longer a reality in the vitalized class room. Here we find each pupil eager to learn and the teacher rejoicing in the development of his individuality. We are training for life's work. What a tremendous responsibility! We can hardly conceive of the economic significance of our work. We are indispensable to-day. There is a complete co-ordination of all commercial activities in which we have a part. As teachers, let us hail a new life. Teaching is a passion. The elements of enthusiasm must enter into it. Every subject we teach, if we discover it, is connected with business life, and we should acquaint ourselves with those commercial activities so essential to our very existence. We must realize that we are shaping the careers and destinies of our pupils, and we should consider the probable future of those who take commercial courses."

He then told his teachers of some things he hoped to bring about. He hoped to stimulate greater interest on the part

of business men in the work of the school through public meetings. Plans were talked over for opening the school some evening and conducting the class room work so that interested parents and business men who were busy during the day could see the plant in operation. With this in mind, some work was collected for an exhibit. This open night was held later and attended by a large number of interested people. Discussion followed.

At this point Mr. Goahead suggested to his teachers that they attempt to vitalize and motivate their teaching. Miss S. wanted to know how to vitalize the teaching of commercial geography. Mr. Goahead answered: "I can give you only a few general suggestions at this time. Teaching commercial subjects should be defined as the process of interpreting business by class and laboratory methods. Why do we teach commercial geography? Because it affords the basis of a general knowledge of commercial and industrial activities, so essential to our highly civilized development. I would vitalize the work by organizing my class for active work. I would have my class officers and divide the class into teams for team work. I would assign definite duties to each team in the way of gathering information and material for laboratory work. I would, by visitation and first-hand information, study all local industries, tracing these industries through the channels of production to connected sources. I would have my pupils corresponding with Chambers of Commerce, and Boards of Trade and schools teaching this subject, all over the country. I would organize my class as an industrial commission whose duty it would be to collect a great amount of information bearing on agriculture, manufacturing, commerce and transportation. Specific details you must work out. A good text on the subject should be studied topically. Many things can be introduced which will vitalize and motivate the work. I have mentioned only a few."

Mr. J. wanted to know how to vitalize the work in arithmetic. Mr. Goahead answered: "Your pupils must be drilled in the fundamentals until work with figures affords them real satisfaction and pleasure. While work with figures is drudgery, your pupils will not respond to

class activities. Various plans for drilling can be used with profit. While drilling in addition conceive of recapitulating the sales items of a local store on a daily, weekly and monthly plan; also weigh in the coal at a local coal yard. There are many vitalized plans you can work out. There should be no abstract work. All work should bear a direct relation to business. Motivate your work by conceiving of a real condition which makes the solution of the problems necessary, and vitalize your work by giving it a practical application. For example, you are studying taxes. Make use of a real condition by introducing a number of tax bills which are available at any tax collector's office. Use these bills in the study of tax problems, and later drill for efficiency by making use of book problems. In the study of trade discount have three or four members of your class assume the duties of wholesale merchants, a part of the class acting as sales clerks, preparing the bills and figuring the discounts; others acting as buyers, paying the bills, taking advantage of the discounts and checking results. In studying bank discount, organize your class for bank purposes, particularly the discount department, and use the notes in proper form for problem work. You may say this is too artificial and takes too much time. Try it and then compare results. Some plan can be devised for vitalizing the work in connection with every subject in arithmetic. I might continue throughout the entire course. In every subject we teach, we should make use of checking plans and insist on each pupil's checking his work."

Mr. B. wished to know how to vitalize the teaching of bookkeeping. Mr. Go-ahead replied: "Bookkeeping is a live subject if it is approached from the standpoint of business organization. The question is, Are we teaching bookkeeping for the purpose of training pupils for positions as bookkeepers or are we teaching it as a part of their equipment for clerkships and general purposes? How many of our pupils become bookkeepers? Not many who take commercial courses ever accept positions as bookkeepers. Then before we can motivate the work, we must determine the ultimate purpose of teaching bookkeeping. It seems to me that the purpose is to train our pupils in

the clerical duties connected with bookkeeping in the larger and better organized business establishments. The clerical features of the work should be emphasized. The good clerk is more likely to become a good bookkeeper if the way is open to him. Likewise, the good clerk who has the necessary qualifications, will advance to higher positions.

"In the beginning, our pupils should be made familiar with business forms. The subject should be introduced by concrete problems. Use money and tangible things in class demonstrations. The account method of presenting the subject affords unusual opportunities for making the work comprehensive. Follow out the working of simple problems and class room exercises by which the underlying principles are established. The pupil must be made acquainted with and drilled in the clerical duties of the bookkeeping department. He should serve as bill clerk, sales clerk, invoice clerk, entry clerk, cashier, transfer clerk, statement clerk, ledger clerk, and finally as bookkeeper. In performing all these clerical duties, the work can be made vital and real by introducing actual business processes. For example, as sales entry clerk the pupil should be given a number of bills to be entered one after the other in the sales book, and he should perform all the work which the sales entry clerk would have to perform. This work should be continued until he becomes thoroughly familiar with the duties of a sales clerk. To be more specific: You are ready to teach the sales book. Your bills have been prepared. Put them in as many piles as you have rows of seats. Start the pupils on the front row to work. As soon as number one enters a bill, he should pass it back to number two, and so on in rapid succession, changing these bills from one to another so that no two have the same results, and having this work done until results are satisfactory. When the sales entries have been written up, the sales book should be footed, the personal accounts should be posted to the personal accounts ledger, and the footing to the controlling accounts in the general ledger. A test balance should be taken and a proof abstract of the personal accounts prepared. Each pupil should work through all the different departments in the same way. By this plan,

bookkeeping means something, and when the pupil begins to make diversified entries, he knows in each case just what to do. In every subject we should interpret our teaching processes in terms of actual business, so far as we can, by the laboratory method. We can vitalize every subject in a commercial course by plans similar to those I have briefly outlined. Whether the work is seemingly real or artificial depends entirely on the teacher. There are unlimited opportunities to vitalize and motivate the work in commercial English, modern languages, industrial history, business law, civics, economics, business writing, shorthand, typewriting; in fact, every subject that touches human activities."

Mr. Goahead brought about many changes as time went on. The course of study was changed and differentiated to meet local needs. Commercial English was a distinct feature of the course, with one-third of the time devoted to oral English. Salesmanship was featured in the oral English work. Commercial geography was made a basic subject for general information during two years. Salesmanship was taught regularly. In this connection, important materials of commerce, together with advertising methods were studied. Oral English in the way of selling talks was practiced, and the study of those personal qualities so essential to success was emphasized. Those studying salesmanship were given practice in selling, through the co-operative plan, after school and Saturdays. Business ethics was taught regularly. Filing was introduced as a regular subject, and equipment secured for the work. Social science as it relates to the industrial, social, and civic life in the community was given a prominent place in the course. Business organization was studied in the senior year by the laboratory method. That is, organizations were worked out by the advanced class. A practice department was established, equipped with modern appliances, and made co-operative with local business places. A library of business reference books was installed. An individual help period was provided for in the programme. A pupils' business council was organized and evening meetings were held monthly, to which former graduates were invited, as well as business men,

and these meetings became a clearing house for ideas, former pupils giving much help by reason of their interest and experience. The best source of help we have is our former pupils who have won important places for themselves in the business world. Societies were organized for the study of local business conditions. The school day was lengthened. The dreaded homework problem was solved by the supervised study plan. The teachers were no longer class room drudges, weighed down with countless details. They became expert directors and supervisors. The organization was democratic in that teachers and pupils had a part in planning and working out details. There were no arbitrary rules; and pupils, with the counsel and advice of their teachers, planned their own work. All assumed responsibility and there was complete harmony. The spirit of the school was manifested in the unusual things accomplished, which I shall mention later.

Now I will enumerate briefly the changes Mr. Goahead effected in the organization. The high school principal had very little sympathy with the department in the beginning, but became friendly as the result of Mr. Goahead's good work. The superintendent was of the old school and did not see much in the work and never fostered it in any way. He has passed on and a live superintendent is on the job. Mr. Goahead was diplomatic. Everything ran smoothly, but when he asked to have his department organized as a distinct unit of high school work he was opposed. He had his plan carefully worked out, and he could show why it would improve the department. At the time Mr. Goahead took up the work, commercial subjects were taught, but there was no clearly defined commercial course. There was a commercial department, so-called, but the work was so interwoven with the other high school course that there was no definite plan to be followed by the pupils who were looking forward to business positions. Mr. Goahead wished to know the ultimate object of his department. Were the pupils taking commercial subjects to prepare for business positions or for entrance to higher institutions offering advanced commercial courses or were they taking this work for the extra academic counts, to fill in time, to fill up

an incomplete programme, or for some other purpose? He wished to know whether his department was serving a definite purpose in the community or was auxiliary to the other high school courses and served to help out—to bridge over—to fill gaps. He realized that no commercial department could do satisfactory work along highly specialized lines unless its aim were definite and its plan definite and consistent. More than this, he desired to have the whole body of commercial pupils grouped and identified as such.

There was much work of a general nature that he desired to do. He desired to have business men talk to the students on business organization, and office details and other things which would concern them. He desired to take them out in groups to visit local industries. He desired to have a greater part in molding them to fit a very definite place when they were through with their high school work. He wanted to make use of the department in various ways in getting the attention of the business men of the community directed to the school. He had his plans so well worked out that he finally got the consent of the high school principal and of the superintendent to organize his department as a distinct unit of high school work. This does not mean a rupture in the high school organization, but it means an organized commercial department as a part of the general organization. He worked earnestly in the interests of the whole school organizations. He was a public spirited individual, having the welfare of the community at heart. He was a politician, in the sense that he anticipated public needs and ministered to these needs. After he had thus succeeded, he called his teachers together and laid out more definite plans for work. Mr. Goahead worked out some very novel plans for getting the public interested in his work. He held many open nights at the school, at which entertainments by the pupils and exhibits of the work were features. Prominent local men spoke. In company with his teachers afternoons and Saturdays, he visited business places. Local business organizations were studied, and in every case for a definite purpose. He became interested in many public movements. As a member of the Chamber of Commerce and the Business Men's Club, he was able

through his initiative to bring about better working conditions and better wages for business employees. Some of his teachers did not function with this new order of things. They were only staying in Syracuse, but they dropped out of sight, and other progressive teachers took their places. In his careful planning he featured everything that would improve his department. His pupils and teachers were made, through his organization planning, to feel the tinge of business life. Desire became fundamental. Innate tendencies on the part of the pupils were encouraged. Patriotism was taught and practiced. Thrift predominated. Life and work were made synonymous. The physical and social well-being of the pupils was not neglected. His teachers served as directors and leaders. They became possessed of unusual dynamic qualities as a result of a new awakening. Time was conserved and enthusiasm became the propelling force. The department grew and outgrew its quarters. The final outcome of this whole propaganda was a fine new building, known at this time as the Commercial High of Syracuse. Mr. Goahead is the principal.

Fellow teachers, if a commercial department is to develop as conditions demand it must be distinctive and the work must be vitalized and motivated in a way that touches business life. No two lines of work can travel the same route when destinations are different and widely separated. If our work is brought up to the educational plane to which it should be brought it is as important as any secondary work offered to-day.

If we would have powerful minds, we must think; if we would have faithful hearts, we must love; if we would have strong muscles, we must labor.

Thoughts are real forces—living messengers of power. Love thoughts, even when brought to bear upon our pains and trials, transform them and make them educational.—*Henry Wood.*

Let the young in the spring time of their life seek the culture of divine grace; then their summer will be beautiful with flowers of holiness, and their harvest will be laden with the fruit of eternal life.

EDITORIAL

George P. Bristol

NEW OPPORTUNITIES AND RESPONSIBILITIES

THE number of possible voters in New York state has, by recent legislation enfranchising women, been greatly increased, perhaps doubled. That women intend to make active use of their new right is certain. The voting at the spring elections in the smaller cities of the state shows that. Further, the voting at the special election of congressmen in south-eastern districts of the state somewhat earlier in the season shows that women vote quite as intelligently as men, and divide in their choices between parties on much the same grounds as men have done and still do.

But we look for something more than this as one result of this enfranchisement. Many men voted for the amendment last fall because of their belief that women might do better than the men alone had done in righting many defective features in our government, especially in municipal administration. We are looking for improvement in our social organization because women will, or at least may, take a larger part in it. Efficient management of interests which are common to all, but of special concern to a few, depends on the unselfish service of persons who have, or can command, some leisure for the purpose. Probably in most communities there are more women than men who can devote time to public business without personal loss. Such women have now new and important opportunities.

Many women have already been tried in such service. Women have been valuable members of boards of education, directors or trustees of hospitals, libraries and other similar organizations for years. It will be natural that they find their way into places as yet strange to them, but where they may be quite as useful. When our offices are filled with women clerks, bookkeepers or secretaries, why should not one of them manage our community bookkeeping, for example? Women keep our individual houses in order. Why should they not look after our community housekeeping?

But the new extension of the franchise is something more than quantitative. Its use involves taking a position on the great underlying principles of American government. These are not so easily determined as are purely local questions like school administration or licensing saloons. Great and honest differences exist about them, differences which are as old as our national existence, yes, even older in some cases. It is often very hard to recognize the principle which justifies a proposed measure of legislation, or which is violated by such proposal. And yet it is this analysis of the underlying principle which should determine one's attitude towards it.

A responsibility is placed on the new voters to study the principles of our government, to form convictions about them, and to use these convictions as standards by which to test all law-making, and all would-be law-makers, when they ask votes. This involves some downright hard study, patient reading and careful reflection. The results of such study will not always lead one in the way of popular movement, but it is necessary to that stability which is founded on a thorough knowledge of history and its lessons. Many of our leaders have lacked this basic knowledge in the past. We men have not chosen them wisely. Perhaps the women will do better.

Women teachers average high in intelligence and in formal education. They have much greater opportunity now to make this training useful, and a larger responsibility for their influence. They should be a stabilizing element in the new electorate, not purely conservative, but judicial and thoughtful. They will naturally be looked upon as leaders because of their fuller intellectual opportunities. They should seize this advantage for the best and truest improvement of political conditions.

WAR AND WASTE

We inevitably connect the two in our minds and with good reason. War is the greatest waste known, waste of material wealth, waste of labor and its prod-

ucts, waste of human life. In no war has the waste in all these ways been at all comparable to that now going on. Millions of men and women have been working constantly to produce materials to be consumed for the sole purpose of destruction, and also the machines by which this destruction is achieved. No person now living in the civilized world will ever escape from the effects of all this waste, even though the waste in human life come not near him. Our generation has placed a burden on those to come heavier than previously bequeathed as a heritage.

Here in America, however, the war has taught us a much needed lesson in the essential wrong of waste. Perhaps we could have learned this lesson in no other and less cruel way. For we are, or have been, the most extravagant of peoples. Living in and drawing from the apparently unlimited resources of a new and rich continent, we have taken little thought for conservation, or for reasonable care in daily use of the necessities of life. It has taken the war with its new demands on a limited supply of food and other necessities of life to point out to us our careless habits. As a people we have been overfed, and have indulged our fancies and whims with no thought whatever of the expense caused by their wasteful nature. Enough good bread has been daily thrown away from any one of the hundreds of hotels through the country to feed many families. The statistics of the amount of garbage collected now as compared with a year or more ago show clearly how great this loss has been.

The high prices which press so heavily on many are not altogether an evil. They compel attention to expenditure, and create a new habit of thoughtfulness in our purchases. The question now is not merely "have I the money for this or that?" but in addition "is this indulgence right for me just now?" There will be less waste in our homes and in our public places in the future. We shall not be able to afford waste as we have done, for we must make up the loss due to war. But beyond this there will be, I believe, a growing feeling that waste in itself is wrong and is unjustifiable under any circumstances.

The waste we deplore most deeply, the hardest to bear, and by all odds the severest toll the war takes, is the waste of young life, the loss to the world of its possibilities for action and usefulness. No one could overestimate this loss. But it is some little consolation to read of the numbers of lives saved from apparent uselessness by military service, lives which in all probability would have been wasted had not the demands of war called them, or forced them, to activity. In them we have a small offset at least.

In two ways then this war, with all its waste, is leading to less waste in the future, is teaching us a lesson we should have learned before. It is being learned in a hard school, and the price we pay is high. But this is not unusual in the school of life, and it is these lessons that we learn most thoroughly.

THE LITERATURE OF EDUCATION

In the New York Times Book Review of April 14th, 1,562 titles of new books announced for publication are classified in twenty-seven groups and arranged in a chart to show the number of books in each group. One is gratified to find Education sixth in size, with 86 volumes to its credit. It is surpassed by books on the war, 321 titles; fiction, 257; religion and theology, 110; reprints and new editions, 95, and juvenile, 90.

The editor then takes from this list 300 "leading books, selected from the catalogues of 46 publishing houses," "These books have been chosen," he continues, "primarily for their literary quality—that is, for their appeal to the general reader independent of merely contemporary and accidental values." He excludes all books on the war from his three hundred, and, after some mention of the general tendencies in the various classes, gives the titles of the works selected.

How does Education fare? The 86 volumes devoted to it are about five and one-half per cent. of the whole number published. This would lead us to expect at least a dozen titles to appear among the 300. In fact there is not one. With no more knowledge than the figures give us, it is impossible to find fault. It is hardly reasonable to suppose, however,

that every one of them is so lacking in "literary quality" as to have "merely contemporary and accidental value." It will be interesting to watch for these vol-

umes as they appear. Hopefully their character will disprove the assumption involved in the treatment they have received in the Times.

STATE DEPARTMENT OF EDUCATION

Hiram C. Case, Chief of Administration

AWARDS IN PRIZE ESSAY CONTESTS

Conducted by the National Board
for Historical Science

THE committees appointed to make awards in the Prize Essay Contest, organized and conducted by the National Board for Historical Service in fifteen states for the best essays submitted by public school teachers on the subject, "Why the United States is at War," have in nearly all cases made report, and the results so far communicated are here given. Essays were numbered in the order in which they were received, and all names, addresses and other marks that might indicate the identity of the writers were removed from the papers before they were sent to the committees. No fixed rules as to marking were prescribed beyond the general conditions set forth in the printed circular announcing the contest.

As announced, prizes were offered as follows: Group A, for teachers in public high schools: a first prize of \$75; a second prize of \$30; a third prize of \$20; a fourth prize of \$15; a fifth prize of \$10. Group B, for teachers in public elementary schools: a first prize of \$75; a second prize of \$25; and five third prizes of \$10 each.

Contest in New York was in charge of Dr. James Sullivan, Director, Division of Archives and History, Albany.

Committee of Award—Group A: Dr. S. D. Brummer, Boys' High School, Brooklyn; Dr. A. E. Peterson, Evander Child's High School, New York; Prof. A. W. Risley, State College for Teachers, Albany. Group B: J. C. Benedict, State Normal School, New Paltz; Edna B. Cook, State Normal School, Geneseo; Laura A. Harden, State Normal School, Oswego; Rachael M. Jarrold, State Normal School, Fredonia; Elizabeth Mason, State Normal School, Cortland; Florence M. Matteson, State Normal

School, Oneonta; Benjamin C. Sinclair, State Normal School, Plattsburgh; Elizabeth Briggs, State Normal School, Brockport; Frederick Woellner, State Normal School, Buffalo.

Essays submitted, 89.

Group A:

First Prize: Frances C. Higgins, Bay Ridge High School, Brooklyn.

Second Prize: George H. Snyder, High School, Granville.

Third Prize: Louise Burchard, 107 Waverley Place, Schenectady (Schenectady High School).

Fourth Prize: Mabel Virginia Root, High School, Catskill.

Fifth Prize: Sue U. Ralston, 856 Hoffman Street, Elmira (Elmira Heights High School).

Group B:

First Prize: Jessie M. Hunter, South Glens Falls (District No. 2, Wilton).

Second Prize: M. W. Muldoon, Waverly.

Third Prizes: Milton Quay, Knox (School No. 6); Julia A. Weldon, 325 South Meadow Street, Watertown (Boon Street School); Grace C. Benson, Garden City, Long Island; Warren W. Smith, New York City (Public School No. 62, Hester and Essex Streets); Grace Elizabeth Lynch, 505 Utica Street, Fulton (Erie Street School).

1. Syracuse University has decided to give a summer course to nurses in school medical inspection and public health. The course will begin early in July and last for six weeks. Similar courses will be available at Columbia University and at Simmons College, Boston. Particulars will be furnished on application.

2. The annual appropriation bill recently approved by Governor Whitman,

provides a salary of \$1,500 for a teacher in health subjects in each of the following state normal schools: Buffalo, Brockport, New Paltz, Oswego, Potsdam.

This wise provision by the Legislature will prove of material assistance to the State Department of Education in its program of health education by instructing teachers in the various phases of health conservation.

THE COMPULSORY EDUCATION LAW UNCHANGED

To Superintendents of Schools, Principals, Teachers, and School Boards:

The compulsory education law is in full force, statewide, and will not be suspended, modified, or in any respect changed. Therefore, no child of compulsory school age may be released from school for any service except as provided in that law.

In answer to the proposition, that the law should be suspended to allow children to be released from school to aid in the increase of food products as a "war measure," the following statement from the Federal administration at Washington is submitted; and this statement substantially embodies advice given by President Wilson, Secretaries Baker, Daniels and Lane:

"The entire spirit of the administration in Washington is, and has been from the beginning, that the war should in no way be used as an excuse for giving the children of the country any less education, in quantity or quality, than they otherwise would have had. Both the present demands, emergency, and the prospect of demands of the necessary readjustments inevitably to follow, emphasize the need of providing in full measure for the education of all the people.

"There appears to be nothing in the present or prospective war emergency to justify curtailment in any respect of the sessions of the elementary schools."

The State Department of Education is in full accord with advice given by the Federal administration at Washington.

The Visual Instruction Division announces the following new sets of bird slides:

Set No.	Title	No. Titles
29A	Water Birds, Their Haunts and Habits	55
29B	Winter Birds	54
29C	Birds of Habitations, Orchards and Gardens.....	72
29D	Birds of Open Fields.....	69
29E	Woodland Birds.....	60
29F	Bird Homes.....	65
29G	Home Life of Birds.....	70
29H	Food of Birds.....	About 40

These are new slides made from negatives by such bird specialists as Chapman, Allen, Bailey, Burtch, Stone, Harper, Beebe and others. As a rule, the slides of one set are not duplicated by those of another.

Applications should be filed as long in advance as practicable.

The Division of Archives and History of the University of the State of New York in the May number of the University Bulletin requested schools from all over the state to make returns to it on what had been accomplished in the way of war work in their communities during the first year of the war. Some very satisfactory reports have been made, but not at all in the number which it is hoped will finally come in. The Journal hopes that teachers seeing this notice will refer to the Bulletin mentioned for the proper directions and make these returns as soon as possible, and in large numbers.

The same Division is preparing at the request of the Board of Regents a syllabus in civics, based on the syllabus prepared by the University for the use of high schools in 1910. Many additions and changes are being made in order to bring it up to date, and when it is completed it is the intention to publish it in pamphlet form, separate from the rest of the syllabus for secondary schools. It will form an outline useful not only for teachers and schools, but also for the average citizen, and particularly for the new women voters.

In this connection action has also

been urged to get under way a syllabus for civics in the elementary school. The war has brought out some serious shortcomings in the matter of teaching citizenship. It has been found that in a very large number of the elementary schools of the state practically nothing is done along these lines, and some action is necessary in order to bring about an improvement. Certainly one of the fundamental objects of education in a democracy is to make good citizens. It should come first after instruction in reading, writing and arithmetic, but it has been set aside during our years of peace for things which must always be considered less essential. War has made known this weakness and the Division of Archives and History is co-operating to remedy it.

Another item in which this Division is interested is that of instruction in local history. No one can love his country unless he loves his community, and in order to love the locality in which he is living, he has to know something of its history and of its people. In some towns, villages and cities the history teachers do admirable work in giving the pupils some notion of the history of the place in which they are living, and thus inspire them with that love of locality which plays so essential a part in patriotism.

Mr. Andrew Ten Eyck, who has served since 1914 as Secretary to Doctor Finley, President of the University of the State of New York and Commissioner of Education, has been inducted into the 310th United States Field Artillery and is now stationed at Camp Meade, Maryland. Mr. Ten Eyck has already been identified with war work as he served as director of the campaign in the schools for the Second Federal Reserve District in the Second Liberty Loan, which resulted in the raising of \$44,000,000. He was later associated with Mr. Frank A. Vanderlip of the National War Savings Committee, in formulating plans for the campaign in the school of the United States. After completing this work, Mr. Ten Eyck became director of the Junior Red Cross for the Atlantic Division and managed a

successful campaign, which resulted in the enrollment of more than a million children in the Red Cross for the states of New Jersey, New York and Connecticut.

Mrs. N. Frances Steers has been appointed Secretary to President Finley, to succeed Mr. Ten Eyck. Mrs. Steers has been associated with the State Education Department for about ten years and acted as confidential stenographer to both the late Doctor Draper and to Doctor Finley. Mrs. Steers is already familiar with the duties of her new position, as she has been closely associated with the secretaries to the Commissioner of Education during the time she has been connected with the Education Department, and she brings to her new work a fund of information which will be invaluable. This appointment is particularly gratifying to the employees of the Education Department with whom Mrs. Steers is a decided favorite.

BOOKS RECEIVED

WORMAN, JAMES H. "New First Spanish Book." Cloth, illustrated, v-127 pp. Price, 48c. American Book Company, New York, Cincinnati, Chicago.

VOSBURGH, WILLIAM LEDLEY, and GENTLEMAN, FREDERICK WILLIAM. "Junior High School Mathematics." Second Course. Cloth, diagrams, x-212 pp. Price, 90c. The Macmillan Company, New York.

NOLAN, ARETAS W. "The Teaching of Agriculture." Cloth, ix-277 pp. Price, \$1.30 net. Houghton Mifflin Co., Boston, New York, Chicago.

THOMAS, CHARLES SWAIN, and HOWE, WILL D., and O'HAIR, ZELLA. "Composition and Rhetoric." Revised and rewritten. Cloth, illustrations, vi-484 pp. Price, \$1.20. Longmans, Green & Co., New York.

ROESSLER, ERWIN W. and REMY, ALFRED. "A First Spanish Reader." With Questions and Vocabulary. Cloth, illustrated, 248 pp. Price, 68c. American Book Company, New York, Cincinnati, Chicago.

GERWIG, GEORGE W. "Schools With a Perfect Score." Cloth, xi-194 pp. Price, \$1.10. The Macmillan Company, New York.

TO OUR PATRONS

WE wish to thank you for your co-operation during the past year and for your patient consideration as we have endeavored to supply the continued heavy demand for our instruments under unprecedented production conditions.

At this critical period in our nation's history we must each discover what our country requires of us; then do our particular bit, gladly, to help win the war as speedily as possible.

It has not been difficult for us to discover our bit, for optical instruments are the eyes of the modern army and navy, and we are bending all our energies to the endeavor to meet those requirements.

We are confident that you, too, are adjusting yourselves to prevailing conditions, cheerfully and optimistically, for pessimism never promoted any cause. Yours is a vocation the country needs in war-time as well as in peace, and we hope to continue to assist you in the solution of your problems.

May we thus work together, then, for the best interests of humanity — first, to win the war; second, to maintain the momentum of all worthy activities in the nation, looking steadily to the day when the war shall cease.

Bausch & Lomb Optical Co.

NEW YORK WASHINGTON CHICAGO SAN FRANCISCO
LONDON ROCHESTER, N.Y. FRANKFORT

Leading American Makers of Microscopes, Projection Apparatus (Balopticons), Photographic and Ophthalmic Lenses, Binoculars and Other High Grade Optical Products.

Superintendents, Principals, Teachers and Supervisors

You will find it to your advantage to read the Advertising Pages of the JOURNAL just as carefully as you do the Reading pages. ¶ You are directly interested in the purchase of Text Books, Materials and Supplies. ¶ Publishers, Dealers and Manufacturers advertise in the JOURNAL because they know it will pay them. ¶ Benefit yourselves by benefiting the advertisers.

Write them for Samples and Information. Mention the Journal.

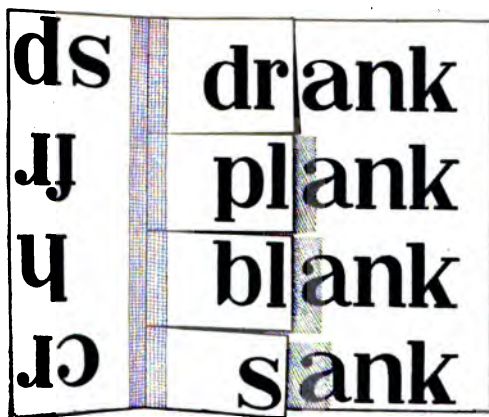
NEW YORK STATE TEACHERS' ASSOCIATION

Please mention the "Journal" when corresponding with advertisers.

A New Help for Primary Teachers

EMBECO PHONETIC DRILL CARDS

Designed to assist the teacher by providing material for drill necessary to fix the common phonograms in the pupil's mind



The phonograms are printed on cards 8 x 8 inches, with letters one inch high, which are easily read from all parts of the room. To each phonogram card two smaller sections are hinged, bearing consonants and letter combinations for forming complete words. The large card and hinged strips are printed on two sides, providing for the formation of sixteen words on each card. The hinged sections are marked in such a manner that the teacher may cut them if desired, and thus show one word at a time. Each word combination has a key on the opposite side so that the teacher knows without turning the card whether the answer is correct.

Twenty cards, neatly packed in cardboard box, forming three hundred and twenty word combinations.

Price, per box, \$1.50; mailing weight, 2 lbs.

MILTON BRADLEY COMPANY, SPRINGFIELD, MASS.

THESE ARE APPLETON BOOKS

Firman's PROGRESSIVE LESSONS IN ENGLISH

Book I, for 4th, 5th and 6th Grades. Book II, for 7th and 8th Grades.

The only language series in which the child is actually shown *how* to speak and write correctly.

Not a hodge-podge but a logical, progressive and pedagogical development.

McLaughlin & VanTyne's HISTORY OF THE U. S. FOR SCHOOLS

One of the few text-books on history that has nothing to "take back" in its discussion of the Revolutionary War and our relations with England.

Southworth's BUILDERS OF OUR COUNTRY

Book I Book II

These books have the plan and purpose of text-books and the charm and spirit of story books. They teach history through the biographies of 54 leading Americans from Lief the Lucky to Thomas Edison.

Southworth's FIRST BOOK IN AMERICAN HISTORY WITH EUROPEAN BEGINNINGS

A biographical history preceded by five chapters in which the story of the European Beginnings of American History is told. This arrangement enables the school to meet all requirements with a single volume.

For prospectus and introductory terms on any of the above write to

35 West 32nd St. D. APPLETON & COMPANY

New York

The Journal

of the New York State
Teachers' Association



Published Monthly at Rochester by
The New York State Teachers' Association

June, 1918

The Journal

Published monthly by the New York State Teachers' Association on the 15th day of January, February, March, April, May, June, October and November, at 5 South Water Street, Rochester, N. Y.; A. G. BROOKS, Publisher.

EDITORIAL COMMITTEE: GEORGE M. FORBES, University of Rochester; GEORGE P. BRISTOL, Cornell University, Ithaca; RICHARD A. SEARING, North Tonawanda.

Entered as second-class matter at the Post Office, Rochester, N. Y., February 17, 1914.

CHANGE OF ADDRESS. Members of the Association and subscribers should notify the Secretary, Richard A. Searing, North Tonawanda, promptly of any change of address.

COMMUNICATIONS should be addressed to the Secretary, Richard A. Searing, North Tonawanda.

SUBSCRIPTION PRICE for the JOURNAL to all who are not members of the New York State Teachers' Association is \$1.50 per year, eight issues. Postage is prepaid.

ADVERTISING. Application for advertising space and rates should be made to the Publisher, A. G. Brooks, 5 South Water Street, Rochester.

NEW YORK STATE TEACHERS' ASSOCIATION

Officers, Nineteen Hundred Eighteen

President—HERBERT S. WHEAT, Rochester.

Vice-President—MISS MARTHA VAN RENSSALEAR, Cornell University, Ithaca.

Secretary—RICHARD A. SEARING, North Tonawanda.

Treasurer—W. H. BENEDICT, Elmira.

Executive Committee. Terms expire in 1918—JUDSON S. WRIGHT, Falconer; A. R. BRUBACHER, Albany. Terms expire in 1919—DR. A. C. THOMPSON, Brockport; HOWARD G. BURDGE, Wellsville. Terms expire in 1920—MRS. ROSE MINNICK, Glens Falls; C. EDWARD JONES, Albany.

Ex-Officio Members—President HERBERT S. WEET, Secretary RICHARD A. SEARING, Treasurer W. H. BENEDICT.

Committee on Teachers Welfare—Chairman, DR. THOMAS D. WOOD, Columbia University, New York City; DR. CLINTON MCCORD, Albany; HENRY D. HERVEY, Auburn; MISS E. M. BUTCHER, Syracuse; MISS RUTH M. JOHNSTON, Port Leyden; MISS ADA M. GATES, Buffalo; MISS MARY E. RAE, Syracuse; DR. A. R. BRUBACHER, Albany; EDWARD F. BROWN, New York City.

Committee on Legislation—FRANK D. BOYNTON, Chairman; A. R. BRUBACHER, C. EDWARD JONES, JAMES WINGATE, MRS. ROSE MINNICK.

SECTION CHAIRMEN—1918

Classical Section—Pres., GEORGE D. KELLOGG, Union College, Schenectady; *Commercial*—Pres., G. M. YORK, State College for Teachers, Albany; *Elocution*—Pres., H. M. TILROE, Syracuse University; *English*—Pres., A. B. SIAS, West High School, Rochester; *Evening Schools and Americanization (Evening School and Immigrant Education Sections combined)*—Pres., W. C. SMITH, State Education Dept., Albany; *Fine, Industrial and Household Arts*—HARRY W. JACOBS, Buffalo; (a) *Fine Arts*—Vice-Pres., EUNICE PERRINE, State College for Teachers, Albany; (b) *Household Arts*, Vice-Pres., MARION VAN LIEW, State College for Teachers, Albany; (c) *Industrial Arts*—Vice-Pres., ALFRED BINGHAM, 192 Waverly St., Buffalo; STEWART F. BALL, Buffalo; *History Association*—Pres., EDWARD P. SMITH, High School, North Tonawanda; *The New York State School Hygiene and Physical Education Association, meetings as a section of the New York State Teachers' Association*—Pres., RENCE S. HILL, 815 Myrtle Ave., Albany; *Kindergarten*—Pres., EDITH GRAVES, Fredo Section—Pres., DR. JAMES V. STURGES, State Normal School, Geneseo; *Mathematics*—ARNOLD, State Education Dept., Albany; *Modern Language Association*—Pres., DR. JONAS, New City; *Music*—Pres., MISS EMMA J. DEVENDORF, Gloversville; *Normal and Training*—Pres., GRANVILLE B. JEFFERS, President, Training School, Schenectady; *Penmanship*—E. BENBOW, Schenectady; *Primary*—Pres., LUTHER N. STEELE, Canandaigua; *Rural*—SUPT. M. B. FURMAN, East Rochester, 2nd Dist., Monroe Co.; *Section of New York State Council of Elementary School Principals and Teachers*—Pres., NATHANIEL G. WEST, School No. 6, Rochester; *Science Section*—Pres., B. O. BURGIN, Albany High School; *School Administration*—Pres., S. S. WILLIAMS, Hudson; *Subnormal and Backward Children*—Pres., LEILA MARTIN, Ithaca, Rochester; *N. Y. State Science Teachers' Association*—Pres., H. A. GARDNER, School, Rochester; Sec.-Treas., E. E. FORD, West High School, Rochester.

What can the schools of America do?
How can they show their patriotism?
What does the war mean in *your* school?



Our Schools in War Time—and After

By ARTHUR D. DEAN, Teachers College, Columbia University
335 pages, illustrated, \$1.25.

Answers these questions explicitly and convincingly. A timely volume, it not only tells what the schoolchildren are doing but is full of practical suggestions for further utilizing their patriotic fervor. By making the school the community center, many far-reaching lessons are taught—in manual labor, in nursing, in conserving—valuable for peace as well as for war.

CONTENTS

Bringing the War into the Schools
War and Community Uses of Our Schools
The Field for Industrial and Trade Schools
Our Colleges and Technical Institutes
The Opportunity for Manual and Household Arts

The Work Impulses of Youth
Organized Boy Power vs. Military Drill
Red Cross and Other Community Work
Reeducation of the Disabled
Farm Cadets
The Organization of a Cadet Camp
A Summarized Program of Action



GINN AND COMPANY

70 Fifth Avenue



NEW YORK

SYRACUSE UNIVERSITY SUMMER SESSION

July 8th—August 16th

GRADUATE, COLLEGE, and ELEMENTARY COURSES

Physical Education in all branches to meet requirements of New York State Syllabus.

Methods of Teaching Secondary School Subjects as practiced in the most modern schools: Oral English, English, Mathematics, etc. Teaching staff includes heads of departments from larger high and normal schools as well as members of regular faculty.

Spanish, Conversational French, World History, South American Relations, etc., to meet present demands.

Pedagogy: Courses to meet requirements of the State Teachers' Examinations for college graduates.

Fine Arts Courses, Painting, Drawing, Design, Vocal Music, Instrumental Music, Methods.

TUITION, \$25.00

BOARD AND ROOM, FROM \$7.50 A WEEK UP

For further information, write to
M. ELLWOOD SMITH, Director

SUPERINTENDENTS, PRINCIPALS, TEACHERS AND SUPERVISORS

Do You Read the Advertisements?

**If not, you Are Missing
GOLDEN OPPORTUNITIES**

The Advertisers who use the JOURNAL do so BECAUSE they know that most, if not all of our readers, are directly interested in the purchase of School Books, Material and Supplies.

**Benefit Yourself by Benefitting
the Advertiser**

Mention the Journal

N. Y. STATE TEACHERS' ASSOCIATION

THE GORDON READERS

NEW SERIES

By **EMMA K. GORDON**, Supervisor of Reading, Milton, Mass., and
MARIETTA STOCKARD, Washington, D. C.

THIS New Series contains subject matter of absorbing interest to children and is illustrated with exceptionally attractive pictures, most of those in the first books being in color. The introduction of the phonic material is made more gradually and more simply than in the author's earlier series, and the *Teachers' Manual* has been enriched with a large number of suggestions, games, teaching devices, etc. The later books contain classified word lists and all needed material for continuing the phonic work as an aid in vocabulary building as well as in reading.

Primer, Five Readers, Teachers' Manual, and Charts

D. C. HEATH & COMPANY, Publishers

BOSTON ATLANTA NEW YORK SAN FRANCISCO CHICAGO LONDON

A NEW PERSPECTIVE

President Wilson, in his address to Congress, December 4, 1917, said:

"The thought of the plain people here and everywhere throughout the world, the people who enjoy no privilege and have very simple and unsophisticated standards of right and wrong, is the air all governments must henceforth breathe if they would live."

With new ideals of democracy, we look back on our history from a new point of view. Movements and events that once seemed large and important now seem small and dim; while other movements and events come out from the shadows in their real size and significance in the light of this new day. So, too, must change the teaching of history in our elementary schools, viewed in this new perspective.

THE HISTORY OF THE AMERICAN PEOPLE

By CHARLES A. BEARD and WILLIAM C. BAGLEY

This is not *another* text-book in American history for grammar grades; it is a *different* text-book of a new type, in accord with the demands of the year 1918. It is not chiefly a history of localities, politics, administrations, and wars, though these receive proper treatment. It is a history of the "plain people" who came to America from different lands from the seventeenth century to the present; of their struggle for freedom and for democracy; of their pushing the frontier westward to the Pacific; of their life under changing conditions, and their ever-new problems. And Chapter XXXIII gives the best exposition of the issues of the present war yet offered for children of the elementary school.

A 1918 TEXT BOOK FOR SCHOOLS OF 1918

THE MACMILLAN COMPANY, 64-66 Fifth Ave., NEW YORK

CORNELL UNIVERSITY The Twenty-Seventh SUMMER SESSION

JULY 8th-AUGUST 16th

offers to teachers the same advantages which in the last twenty-five years proved so acceptable; a complete university plant, with ample libraries, laboratories, shops, gardens and farms. The situation, in the beautiful lake country, gives unique opportunity for study in field, forest and stream, or for out-of-door life. The main lines of instruction, covering nearly all subjects of school curricula, will be continued. Special attention will be given this year to French language, literature, history and services to civilization, to Spanish with its increasing importance in commerce. Two new courses will treat problems of government and the American political party system. The production and conservation of food will receive attention.

Full Announcement on Request. Address Director of Summer Session, Ithaca, N. Y.

Phenomenal Progress in the Reformation of American Penmanship THE PALMER METHOD EMBODIES THE RIGHT MECHANICS AND PEDAGOGY OF PRACTICAL HANDWRITING

THE INSTRUCTIONS ARE SELF-TEACHING

The *Palmer Method* has become the standard throughout America because it produces satisfactory results. The *Palmer Method* has already "made good" in New York, Boston, Philadelphia, Chicago, St. Paul and scores of other big cities. Moreover, it has proved as feasible in rural schools as in city schools. Our regular \$10.00 Normal Course by Correspondence *free* to teachers whose pupils are supplied with individual copies of *Writing Lessons* for first and second grades, or of the *Palmer Method Manual* for third grade and above. We have trained 150,000 elementary school teachers free to demonstrate common-sense, muscular-movement writing skillfully and teach it successfully. THE PALMER METHOD MANUAL, single copy, 25c postpaid.

THE A. N. PALMER CO., 30 Irving Place, N. Y.; Palmer Bldg., Cedar Rapids, Ia.; 120 Boylston St., Boston, Mass.; Widener Bldg., Phila., Pa.; 32 S. Wabash Av., Chicago, Ill.

BUY W. S. S.—THRIFT STAMPS

Please mention the "Journal" when corresponding with advertisers.

Kindly turn to our advertisement in the May Journal for
Worth While New Books
then write us stating your needs.

If you care for *Efficiency* in *Arithmetic* use Campbell & Hughes' *Arithmetic by Grades*.
For *Perfection* in Spelling use Strong's 100% Spelling Book.

For *developing* and *maintaining* interest and for *thorough training* in *Geography* use *Niver's Series*. This geography *excels* in its *maps*, in its *simple, interesting style*, in its *well organized material*, in its *training the pupil to observe and to think*, and in its *general treatment of this important subject*.

WE STRIVE TO PUBLISH THE BEST

A fair trial discloses how well we have succeeded. Thanking you for your co-operation.

ORDER NOW—WE PAY THE FREIGHT

HINDS, HAYDEN & ELDREDGE, NEW YORK CITY

JOHN C. ROCKWELL, New York State

Price's Regents Question and Answer Books are different. **TRY THEM.**

THE AMERICAN INSTITUTE OF NORMAL METHODS
SUMMER SCHOOL

For Training Supervisors of Music and Drawing

For the Grade Teacher who wishes to specialize this school affords the most direct and economical preparation. It assures a thorough grounding in successful methods and material, and definite, practical training in the special problems to be encountered.

For the Supervisor or Special Teacher the school supplies an unequalled opportunity to gain fresh enthusiasm and inspiration, and to come into touch with the most modern ideas in the teaching of music and drawing.

Are you prepared for the wider opportunities of to-day? A course at this school is an investment in efficiency. It is also a delightful and invigorating vacation interlude.

EASTERN SESSION
Lasell Seminary, Auburndale, Mass.
July 10 to July 31, 1918

WESTERN SESSION
Northwestern University, Evanston, Ill.
July 1 to July 19, 1918

Send for Prospectus and full information

SILVER, BURDETT & COMPANY
BOSTON NEW YORK CHICAGO SAN FRANCISCO

The Journal

of the New York State Teachers' Association

VOLUME 5

JUNE 15, 1918

NUMBER 5

CONTENTS

	PAGE
SOME POPULAR MISCONCEPTIONS IN PHYSICS <i>Raymona T. Birge</i>	161
MAKING THE FOREIGN-BORN FAMILIAR WITH THE AMERICAN SPIRIT <i>George S. Tilroe</i>	171
MODERN METHODS IN IMMIGRANT EDU- CATION <i>Nellie Pierson Michelsen</i> . .	175
FRENCH SCHOOLS AND THE WAR . . . <i>Capt. F. Baldensperger</i> . .	181
THE STATE DRIVE AGAINST ILLITER- ACY: "MOBILIZING THE FORCES"— "NO ILLITERACY BY 1920" <i>W. C. Smith</i>	183
A PLAN FOR INCREASING THE SPEED AND THE EFFECTIVENESS OF PUPILS' SILENT READING <i>Charles R. Gaston</i>	186
THE USE OF THE TRABUE SCALE IN SCHOOL PROMOTIONS <i>Jackson Gallup</i>	188
CONSERVATION OF NATURAL RESOURCES CONCEPTS IN GEOGRAPHY TEACHING . . <i>O. D. von Engeln</i>	190
EDITORIAL <i>George P. Bristol</i>	196
STATE DEPARTMENT OF EDUCATION . . <i>Hiram A. Case</i>	198
BOOK NOTICES	200
BOOKS RECEIVED *	201

Published by the New York State Teachers' Association
Rochester, N. Y.

Recent High School Books

Hart's New American History

By ALBERT BUSHNELL HART, Professor of Government, Harvard University. 702 pages. Illustrated.

In this new book Professor Hart has combined into one volume the broad and manifold phases of the nation's life in a remarkably successful manner. Some of the distinctive features of this history are: its special attention to the European background of American history; its freedom from provincialism and its fair-minded treatment of both sides of great issues; its subordination of the military details of our wars and its emphasis on the social and financial problems arising from our wars; its clear, coherent and well-balanced presentation of the life and industries of the American people.

Halévy's L'Abbé Constantin

Edited by VICTOR E. FRANCOIS, Ph. D., Associate Professor of French, College of the City of New York.

A charming, artistic edition of this famous classic, edited with a large variety of helpful exercises; special emphasis has been placed on the conversational work. The grammatical drill is unusually thorough.

Bolenius's Everyday English Composition

By EMMA MILLER BOLENIUS, A. M.
340 pages. Illustrated.

The friendly atmosphere of this book, its development of self-criticism, its games, its club organization, and its common-sense teaching of grammar, stamp it with real individuality and power. Oral composition receives as much attention as written composition. The treatment of letter-writing is progressive and remarkably good. The book complies with the recommendations of the Joint Committee on the Reorganization of High-School English.

Lyman & Darnell's Elementary Algebra

By ELMER A. LYMAN, Professor of Mathematics, Michigan State Normal College, Ypsilanti, Mich., and ALBERTUS DARNELL, Head of Department of Mathematics, Central High School, Detroit, Mich.

Simplicity and completeness are the distinctive features of this new algebra for secondary schools. It meets the requirements of courses of study in various States and of the College Entrance Examination Board. Its problems include applications in geometry, physics, agriculture, commerce and various interests of everyday life.

NEW VOLUMES IN THE ECLECTIC ENGLISH CLASSES

Shakespeare's *Tempest* (Barley) A Book of Old Ballads (Morton)
Hughes's *Tom Brown's School Days* (Gosling)

American Book Company

NEW YORK

CINCINNATI

CHICAGO

BOSTON

ATLANTA

Digitized by Google

The Journal

of the New York State Teachers' Association

JUNE, 1918

SOME POPULAR MISCONCEPTIONS IN PHYSICS

Raymond T. Birge, Syracuse University

ONE of the greatest difficulties confronting any writer, I think, is that of being interesting, without at the same time being sensational. And this is especially true in Science, which does not lend itself naturally to sensationalism. Physical science, to be sure, has made many startling discoveries within the last 20 years, but these discoveries are pretty well confined to the great scientists of the world, and are not announced in popular speeches and newspaper articles. We all know that the average popular scientific news article is written to be interesting first, and authentic second.

In fact, the attitude and methods of procedure of the true scientist will never be popular, in the ordinary sense of the word, so long as the general public is as essentially non-scientific in behavior and thought as at present. Were the scientist to adopt the methods of work and expression that appeal to the masses there would be no science,—only pseudo-science.

The finest thing I have ever read in this connection is one of Dr. Frank Crane's little articles (which appear daily in so many papers). Dr. Crane (minister, author, and philosopher) is, in my own humble opinion, one of the greatest thinkers of the present age, and his articles, in themselves, almost constitute a liberal education. The particular one to which I refer is entitled "The Positives" and appeared about two years ago,—singularly enough, during the time that Billy Sunday was here in Syracuse. I will read only portions of it, though I should prefer not to omit anything.

One reason why Billy Sunday succeeds in a revival is that he is positive. Dr. Eliot of Harvard could not get Sunday's

enormous crowds to come to listen to him talk on religion because he is not positive.

The multitude wants to hear the evangelist who damns 'em right and left, who is cocksure as to precisely what the Deity will do.

No scientist nor scientific manner, hesitating, questioning, challenging its way toward the truth, was ever popular.

In all our affairs we are conscious of our ignorance, we know mighty little of what is going on in the star spaces above us, we don't understand even the depths in our own hearts. Hence we grasp at any positive assertion that may be shouted at us as bewildered mariners heed signals in a fog.

No movement that draws masses hesitates. They all assert. They are as sure as granite. The Salvation Army, Christian Science, Roman Catholicism, Methodist Revivalist, political party,—the thing that strikes you is their unruffled certainty. They don't guess, think, surmise, or suspect. They know!

There is the same condition in business. Not only the woman who hesitates is lost, but the man who hesitates is a failure. In practical affairs one round affirmative smashes through a whole army of questioning.

Nature has her positives. She deals in facts, laws, and substances. She does not experiment or fudge. Things are as they are. There is no use asking "Why is a fish?" or "Why is a bird?" They just are.

What may be the causes back of the laws that govern electricity, or heat, or chemical affinity we may only surmise, but the laws themselves are as certain and indubitable as stone.

There is pleasure in thinking; questioning and doubt have their rewards in

the mind, but the thing that we call efficiency is reserved for the man that can bunch his total energy into a clear belief and hurl himself solidly against a hesitating world."

I should like to repeat that one sentence about the scientist: "No scientist nor scientific manner, hesitating, questioning, challenging its way toward the truth was ever popular."

That is something which cannot be emphasized too strongly. Those of us who are trying to add our little mite to the ever increasing pile of truth, must learn to put aside all thought of popularity. And just there is the difference between pure and applied science. It is the applied scientist who can and must be efficient. It is the applied scientist who can and must be popular. And it is the applied scientist who can make a large income! (Whether that is a climax or an anti-climax depends entirely on your view-point.)

For it is the duty of the applied scientist to take the truths discovered by the pure scientist, to mould them into a form which the world can understand and use, and then, with all his energy, to force the world to accept them. To me the chasm between pure and applied science is infinitely deep and infinitely wide. One man is studying nature for the pure joy of discovering the truth. He is an idealist. He learns to know nature as others can never know her, but he seldom knows much about man. The other is using nature and the laws of nature for the benefit of man, and he needs to know quite as much about mankind as about nature. He it is who has really the harder task. If he understands only mankind, and has not a firm knowledge of nature, he is only a quack. Conversely, if he knows nature, but not mankind, there is nothing but financial ruin ahead.

Why am I talking to you about this? Because it seems to me that the duty of every Science teacher is to teach the methods and the ideals of pure science, quite as much as the facts of science. To many an engineer,—especially the second and third class engineer,—science consists of a set of formulas neatly tabulated in a handbook. But where is the science? These are only the results of science, carefully assorted and packed in bundles,

ready for hurling at the hesitating world. And how often, O God, are they hurled from the mouths of cannon, and the bore of the machine gun! And then we are told that this is the result of science! Yes; it is one possible result of applied science. But if mankind, for the last few centuries, had been taught the method and the spirit of pure science with half the zeal that it has been taught the results and the applications of science, this war would not be.

No man who has reverently and lovingly studied the marvelous intricacy of Nature can go out the next day and do everything in his power to desecrate Nature, leaving behind him a trail not only of smoking ruins and wasted fields, but of quivering flesh as well.

Of all times in the history of the world, this is surely the one when it is most needful to emphasize the importance of the true scientific spirit and the true scientific method,—as opposed to the cold-blooded and commercial applications of the results of science.

Our enemy, of all nations, has most universally and systematically used the results of science for the most diabolical of purposes, the building up of the great edifice of "Militarism" which was to crush the world. And now, because these tools have been used for such savage purposes, we have a movement, fostered by the numerous throng of anti-scientific spirits, to condemn science in toto. As though, forsooth, because a hammer can be used to smash in a man's skull, therefore the decent man will never own or use a hammer.

And still more disgusting is the latest movement to decry the science of Germany, trying to prove that German scientists are not so much after all, etc. Some people do not seem to realize that a scientist, in common with other mortals, must eat and sleep, and clothe himself. And if a government does everything possible to encourage the work of the scientist, and to provide him with a good living, that scientist is likely to get greater results than if everything is done to embarrass him. Of what use is it to us, for a government or a university to say, "O, yes, we theoretically are heartily in sympathy with your work, but don't ask us for any money to support it." And can we condemn the German scientist, to

whom the government gives every resource, if he goes ahead and uses these resources, instead, I suppose, of saying, "No, I refuse to discover anything, because I suspect that my benefactor, the government, intends later to put my discoveries to a use which I neither contemplate nor approve."

Germany has won what concrete results she has won, through science, and the only way for us to hold our own against her is to use even more science. No, gentlemen, this is not the time to decry science, because certain peoples are using it not to the glory of God, but to the defilement of Him. The results of science and the tools of science are, with one exception, still the most important thing in the world for us. And that one exception is the scientific spirit,—the spirit that studies Nature and discovers truth for its own sake, the spirit that believes in construction and not destruction, the spirit that makes for reverence of all that is beautiful and good, and hatred of all that is ugly and evil.

It is often argued that science does not have the educational value of some other studies, such as, for instance, Latin or mathematics. One of my old science teachers said to me once, that the whole trouble was that we did not yet know how to teach science. Modern science is dreadfully new. When we have been teaching it for centuries, as Latin and mathematics have been taught, we expect to be able to teach it as well, and then science will have an equal educational value with other subjects. And to teach a science well, one must be himself scientific. That is self-evident.

I wonder how often we stop to ask ourselves, "Am I really scientific? Do I act and think in a way which will be a model for my students?" I say this because there are many teachers of science, who, from their actions, are utterly unscientific. And how can such teachers impart to the student any inkling of the true scientific spirit? For instance,—how many of you are willing to concede that you are not superstitious,—that you don't believe in any superstitions and don't pay any attention to them? That you don't knock on wood, after boasting of something, that you don't notice or care whether you are number 13 in the draft, etc., etc.?

Some years ago, the college professors of the country were asked this question, and only one-third of them would even concede that they were not superstitious. And no one knows how many of that third were only deluding themselves, or were ashamed to confess the real facts. I think the attitude of many of us is typified by my grandmother,—a most lovable old lady,—who, however, seemed to be quite an authority on superstitions. It is hard to realize how many there are of them. When we would now and then remonstrate with her on the subject, she would always say, "O no, of course, I don't really believe in them, but then, it is just as well not to go contrary to them." So let us try to remember that a truly logical attitude is not necessarily confined to a few laws of physical science. Which brings me to the subject of this little talk. It is said that a teacher is born, and not made, but I fear that what most of us are, or are not, is the result of being made, and being made by plenty of hard work and study. Uniformly I have found, as you doubtless have too, that the best teacher is he who best knows his subject, and all the pedagogical methods on earth will not make clear to a student Newton's Three Laws of Motion, if the teacher himself does not understand them.

One of the annoying things about physics is that it is so simple and so self-evident, after you understand it, but so fearfully abstruse beforehand. And what is more, the thing that is all clear to-day is suddenly all confusion on the morrow. I am not afraid to say that there is not a fundamental notion or concept in physical science that is permanently grasped, the first time one meets it. In all cases we must think it out, understand it, then forget it, and learn it all over again, and do this several times until finally the concept becomes such an integral part of us that we can't forget.

And to-day I want to run over some of the fundamental notions that are hardest to teach, because they are almost universally misunderstood. And because of their elusive quality, I feel justified in going over them. For no matter how well we think we understand them, further discussion always makes the matter clearer. This applies to me, as well as to you. You all know that the best way

to get a thing clear in your own mind is to try to explain it to someone else. Physics has often been defined as the "science of matter and energy" with the emphasis on "energy." And it seems as if this must be so, for in thinking over the fundamental misconceptions in physics that I have observed, I find that, with one exception, they are all concerned directly with "energy." That one exception, which I want to take up first, is Newton's Third Law of Motion, that to every action there is an equal and opposite reaction. As Newton interpreted it, this means that forces always occur in pairs. If a book presses down on the table with a force of one pound weight, the table pushes up against the book with a force equal in magnitude but opposite in direction. And if the table gets tired of pushing up that hard, and eases up a bit, the book immediately starts down toward the earth, and keeps on going until it finds something that is willing to push against it with a force of one pound weight. It would seem that the law were very simple, and yet during the last year there has been quite a discussion about it in the weekly issues of *Science*, and quite a lot of misunderstanding. This arose mainly from the terms balanced force and unbalanced force. "If," says one man, "forces always occur in pairs, equal and opposite, how can one have an unbalanced force?" The discussion has been so illuminating that it is hoped the point will not come up again. The gist of the thing is of course just here,—except in the case of static equilibrium, there is always a resultant unbalanced force on a body, and this force $(F) = kma$, where a = acceleration produced by the force F acting on this body of mass m . The value of k depends on the choice of units, and is unity, in the C. G. S. system. But for every such force, F , there must exist an equal and opposite force, acting on some other body. The two forces referred to in Newton's Third Law are forces acting on different bodies,—not on the same body.

For example, consider a loaded rifle lying without any restraint on a smooth sheet of ice, and let this rifle be discharged. What forces are acting, until all parts of the system again come to rest, relative to the earth? We will disregard the constant and common gravi-

tational force on each body, balanced of course, by the equal reaction of the layer of ice, and consider only the horizontal forces, which, in turn, must balance, by the Third Law.

In the first place, due to the expansion of the powder, on exploding, there is a force exerted on the bullet in one direction, and an equal and opposite force exerted on the back end of the barrel of the gun. (Third Law satisfied.) Now each of these equal forces is unbalanced, and so the first gives the bullet an acceleration forward, and the other gives the gun an acceleration backward. The two forces are, to be sure, not entirely unopposed, for each is partially resisted by friction. Thus the velocity with which the bullet finally leaves the muzzle of the gun is somewhat less than it would have been if there had been no air resistance or friction. Shortly after leaving the barrel, all effect of the powder on the bullet ceases, and at the same time, all effect of the powder on the gun ceases. The two forces arise together, and vanish together, and at all times are exactly equal and opposite. Their life history is now over.

From now on we must consider the bullet and the gun separately, there being no longer any connecting force between them. The only horizontal force acting on the bullet is now friction (this including air resistance). This being an unbalanced force, the bullet is given a backward acceleration, i. e., it begins to slow up. And where is the other force corresponding to this frictional force of the ice and air on the bullet? Why, the equal and opposite frictional force which the bullet exerts on the ice and on the air. Neglecting, for the moment, air resistance, if the bullet has a backward acceleration A , where $F = mA$ (m = mass of bullet) then the earth (assuming it absolutely rigid) must tend to have a forward acceleration a where $f = Ma$ and M = mass of the earth. The two forces are the same (Third Law). Does the earth actually have a new acceleration forward, represented by a ? Not being rigid, it probably as a whole does not, but some of the ice in contact with the bullet must momentarily be strained forward. In the meantime, however, the gun is exerting a frictional force on the earth in the opposite direction, and be-

tween these opposite forces on the earth, caused by the gun and the bullet, the poor old earth doesn't do much of anything unusual.

But again, the force exerted by the gun on the earth is balanced by the force exerted by the earth on the gun. And so the gun also is gradually brought to rest, the members of each of the two pair of equal and opposite forces dying away together. And throughout this entire proceeding there has appeared no force without an accompanying equal and opposite force, although considering any one body, the resultant force on it has been unbalanced, and so has produced an acceleration. To repeat, the action and reaction referred to in Newton's Third Law always act on different bodies, not on the same body.

So much for the Third Law. Now to consider energy. Energy is something that it is impossible satisfactorily to define. But its relation to work and to the conservation of energy principle can be stated somewhat as follows: It is impossible to create or destroy energy. All that it is possible to do is to transfer energy from one point to another, or to transform it from one form to another. And whenever energy is thus transferred or transformed, we are aware of it from the fact that work is done, and the amount of energy thus transferred or transformed is measured by the amount of work done.

We know when we have done work. When we exert muscular effort through a definite distance, we have a definite physiological sensation, and we know we have been working. I lift a book up in the air. I say I have done work on the book. What has happened is that a certain amount of energy has passed from my body into the book. Certain chemical energy that I originally possessed has been released in certain chemical reactions, and this energy has been utilized to move my arm, and the arm has raised the book. The book now possesses as increased potential energy, the energy I originally had as chemical energy. There has been both a transfer and a transformation of energy. Of course, there has been at the same time a lot of other energy reactions. Potential energy has gone into my arm, due to its upraised position. Energy has gone into heat.

I lay the book back on the table. What is the net result of the double movement? The book has no more energy. My arm has no more potential energy. All the chemical energy which my body has lost has gone into the form of heat,—to first increase the temperature of my own body, and then gradually of the air around it. As you know, the final transformation in a majority of cases is into heat energy.

Some student says,—I press with my hands against a wall. It is hard work. I get hot. But where is there any force being exerted through a distance, since the wall does not move? No, the wall does not move, but if that student could get a microscopic view of the inside of my arm, he would see so much movement that it would make him dizzy. He would see millions upon millions of forces moving through very definite distances with the final result, in each case, of heat produced. But it is the physiologist, not the physicist, who makes a special study of these so-called internal forces. I do no work on the wall. But I do lots of work on myself.

There are only two kinds of energy, so far as we now know, or can conceive, kinetic and potential energy. The first is the energy possessed by anything in virtue of its motion; the second, by anything in virtue of its position. Let us review for a moment the various kinds of energy,—so-called.

The ordinary mechanical potential or kinetic energy is easy to understand, and we pass it by. Then there is heat energy. What is heat energy? Well, there are two kinds, if one calls heat of fusion, heat of vaporization, etc., heat energy. There does not seem to be unanimous opinion on that point. Ordinarily when, as we say, heat is added to a body, the temperature of that body rises, and this means simply that the kinetic energy of the molecules is increased. That is, the ordinary heat energy is the kinetic energy possessed by the molecules in virtue of their motion,—a motion whose existence is now absolutely proved by the Brownian movement and other allied phenomena. Sometimes, however, adding heat to a body does not change its temperature, but merely changes its state. A solid becomes a liquid, or a liquid becomes a gas. In this case, the relative distances

and positions of the molecules, and possibly also of the atoms, have been changed, and due to their new positions, the molecules possess more energy than formerly,—this additional energy being called the heat of fusion, or of vaporization. It therefore represents, probably, potential energy of the molecules.

A true scale of temperature, like the absolute scale, is proportional simply to the kinetic energy of the molecules. The greater the energy, the higher the temperature. Double the K. E. of each molecule, and you have doubled the temperature. Halve the energy, and you have halved the temperature (on the absolute scale).

Which reminds me of an incident in Milwaukee, several years ago. A man was crossing the Grand Ave. bridge, and stopped to look at the kiosk. The temperature was just 0° Fahrenheit. And he fell to thinking, 0° is pretty cold. But how cold would it be if it were twice as cold as zero? And being evidently somewhat lacking in scientific information, he carried his query to the newspaper office. And the paper (*The Sentinel*, I believe) proceeded to feature it in the Sunday edition, in which I read it. They telephoned or sent reporters to every teacher of physics in the city. "How cold would it be if it were twice as cold as zero?"

Now there are in Milwaukee four high schools, a normal school, Marquette university, and several private schools and academies. And on Sunday there was a whole page in the feature section devoted to this matter. And do you know that out of all the replies, only two gave a sensible and correct answer! What the man really wanted to know and the correct answer ought to be apparent to anyone who has had only elementary physics. Cold is, in the scientific sense, a meaningless term, and twice as cold is still more meaningless. But hot does mean something, and half as hot means something, and that is what the man undoubtedly wanted to know. On the absolute scale of temperature 0° F. is $+459.4^{\circ}$ F. degrees, and one-half this is 229.7° . Thus half as hot as 0° F. means $+229.7^{\circ}$ F. degrees on the absolute scale, or -229.7° F. on the ordinary F. scale. But you will be surprised to know that in some of the answers the writers, with-

out correctly answering the question, gave learned dissertations on how cold didn't mean anything, and how if you multiplied zero by 2 you got zero, and so twice as cold as zero didn't mean anything, etc., etc. The newspapers just love to print news which will make it appear that the scientists are at variance about anything, especially simple things. And between quack scientists and twisted interviews, they can frequently attain their object.

One more thing about heat. Temperature, in heat phenomena, corresponds to level, in mechanical phenomena, or in general to potential, and potential difference. In order to do work water, let us say, must flow from one level to a lower one. Electricity, in order to do work, must flow from one potential (i. e., level) to a lower potential. Heat, in order to do work, must flow from one temperature (i. e., level) to a lower one. But heat is energy, it is one form of energy. While water and electricity are not energy. They are that which possesses energy and by which energy can be carried from one place to another. Water, at the low level, possesses less potential energy than it possessed at the higher level, and the lost energy has gone, possibly, into some other body, and we say work has been done upon that body. Electricity possesses at the lower potential less potential energy than it had at the higher potential, and this lost energy has gone, possibly, into another body and so work has been done upon it. In both cases, the amount of work done is proportional to the amount of water, or of electricity, concerned and to the difference of level (or of potential) through which it falls. And so the amount of work done is proportional to the product of the amount of water (or electricity) and the difference of level (or potential).

Similarly, if a body drops in temperature, the amount of heat given off is proportional, within certain limits, to the amount (i. e., mass) of the body, and to the difference in temperature through which it drops. But while, in the case of water or electricity, practically all of the energy thus given off can be turned into useful work, only a small part of the heat energy given up by a body in cooling can be turned into work. In this connection, I want to call your attention

to an article in the June, 1916, copy of "School Science and Mathematics" on "The Fundamental Concepts of Electrical Energy and the Beginning Student." It is in general a very good article, giving the details of the well-known water analogy of electric current, etc. But the author has a little table of related quantities.

	<i>Water</i>
Measure of Quantity....	Gallon
Rate of Flow.....	Gal. per sec.
Rate of Doing Work....	lbs. of water per sec. x dif. in pressure (or level)
	<i>Heat</i>
Measure of Quantity....	Calorie
Rate of Flow.....	Cal. per sec.
	<i>Electricity</i>
Measure of Quantity....	Coulomb
Rate of Flow.....	Coul. per sec. (i. e., amperes)
Rate of Doing Work....	Coul. per sec. x dif. of pot. i. e., amperes x volts

and then for heat, he says, "Work is related to, but not exactly equal to, calories moved x difference of temperature," a statement entirely misleading, to say the least.

What the author has in mind is evidently the heat engine, where a certain quantity of heat (H_2) is withdrawn from the high temperature source (the boiler) and then a portion only of this heat is turned into work. The actual % of the original amount of heat withdrawn that can thus be turned into work is, as you know, called the theoretical efficiency of the engine. Thus if 100 units of heat are withdrawn from the boiler and 25 of these can be turned into work, we would say that the efficiency is 25%.

But the formula for this efficiency is $T_2 = T_1 -$ where T_2 = absolute temp. of

T_2

the boiler, and T_1 = absolute temp. of the exhaust. Therefore, if H_2 is the amount of heat withdrawn from the boiler, we have, for the theoretical amount of work that can be performed with this heat

$$\frac{H_2 (T_2 - T_1)}{T_2}$$

The numerator of this expression is the quantity which the article just mentioned says is "related to" the amount of work done. The author thus entirely neglects the factor T_2 which is quite as important as the other two factors. The above expression is usually stated in the form "Work done = change of entropy x difference of temperature" for H_2 is the

T_2

expression for change of entropy. But if you high school teachers have any consideration for your students you will not afflict them with entropy, and I do not intend to dwell on it here.

The only point I wish to bring out is that heat is energy, and so the work performed is measured simply by the heat transformed into work. For energy cannot equal energy times difference of temperature. Neither therefore can it equal heat times difference of temp. It can equal heat times a pure number, and this pure number, expressing the fractional part of the heat turned into work and known as the theoretical efficiency, happens to have the change of temperature as one of its two factors, the other being the absolute temperature of the boiler (or in general of the source of high temperature).

A moment ago, I said that electricity is not a form of energy. I wonder if that is clear to all of us. Certainly the average person speaks quite glibly of electricity as a form of energy. Electricity is not energy any more than matter is energy. At present about all we know of the constitution of matter is that matter is composed of electrons (i. e., negative electricity) and of positive electricity. Of the latter we know nothing, save that it is collected at the center of the atom, and is of such amount that it cancels the negative charge of the electrons. Whether the inertia of matter is due to the positive electricity or to something else, we know nothing. But certain it is that matter is composed, at least in part, of electric charges, and if it turns out to be all electrical, then we can say, "Physics is the science of electricity and energy" instead of saying "the science of

matter and energy." But it thus follows that electricity is not energy, any more than matter is energy. Matter possesses energy and can be utilized to carry energy from one point to another.

So also electricity possesses energy and can be utilized to carry energy from one point to another. Every particle of matter in the universe attracts every other particle with a force proportional to the product of the masses, and inversely prop. to the square of the distance between them. To this attraction most of the ordinary mechanical potential energy of bodies is due, and from it results a great part of the ordinary kinetic energy of bodies.

Similarly, every charge of electricity attracts every other unlike charge, and repels every like charge, with a force prop. to the product of the charges, and inversely prop. to the square of the distance between them. And to this is due most of the electric energy. Not all, for two electric charges in motion relative to one another give rise to an additional force, beside their electrostatic repulsion, this additional force being usually studied under the names of magnetism, and electro-magnetism.

Here I have a piece of wire. In it are millions of free electrons, batting about among the fixed molecules. The molecules can oscillate about positions of equilibrium, but cannot move from place to place. The electrons can move freely from place to place. The negative charge on these free electrons is just cancelled by the excess positive charge on the atoms. For the electrons came originally from the atoms, and thus have left the atoms, as we say, positively charged. Though there is a continual irregular movement of the electrons, there is no general drift in any direction.

But let me suddenly connect one end of the wire to a source of low or high potential,—by that I mean, to a region where there are more or less electrons than there should normally be. Because of this abnormal crowding, or the reverse, there are enormous forces set up (the simple electrostatic attractions and repulsions) tending to return to the normal condition. So when my wire is connected, a certain number of electrons promptly cross the boundary and destroy the equilibrium in the wire. And if I have a continuous circuit, a current will

start to flow, the electrons moving from regions where they are unduly crowded to regions where the opposite is true (at the rate of about a cm. a day for small currents). Now, as they batter their way along among the molecules, they give up part of their energy to the molecules,—the molecules move more violently, and we say the wire gets hot. The heat formed equals the energy lost by the electrons and is measured by the quantity of electricity moved \times the difference of potential moved through. And the difference of potential is proportional simply the difference in the combined kinetic and potential energy of the average electron, in one region, as compared to its combined kinetic and potential energy in another region.

But electricity is not energy, and the object of the wire is not primarily to convey electricity from one point to another, but to convey electric energy. It simply happens that it is by means of the electric charges (the electrons) that the energy is conveyed, just as it is by means of a leather belt that mechanical energy is frequently conveyed. Similarly, a dynamo generates electric energy,—not electricity (which can neither be created nor destroyed). As Prof. W. S. Franklin has said,—it is as foolish to speak of a dynamo as a generator of electricity, just because a stream of electricity continually comes from it, as it would be to speak of a driving wheel as a generator of leather, just because a stream of leather continuously issues from it. A dynamo transforms mechanical energy into electrical energy, and then the electrons (i. e., the electric current) convey this energy from one point to another, a small amount of the energy leaking away all the time, as measured by the Joule heating effect.

Thus electric energy is simply the potential or kinetic energy of the electric charges (potential for electrostatic energy, kinetic for electro-dynamic).

Then there is chemical energy, of which I will not speak, not being a chemist. It is, of course, simply the potential energy of the atoms, and when the atoms take on a new configuration, and so possess a different (always less) amount of potential energy, the energy thus lost by the atoms is transferred into heat of chemical reaction.

The last sort of energy I want to discuss is "Radiant Energy." This particular topic, and popular misconceptions concerning it, was originally suggested to me as an interesting subject for this talk. And it is only by request that I bring it up, for I have strange and fearful memories on the subject.

A year ago last summer there was tried in this city the so-called "Film Case" in which seven men were criminally indicted for bringing the film pictures of the Jack Johnson-Willard prize fight into this country. The pictures were "brought in" by setting up a positive of the original film on the Canadian side of the international boundary line at Rouse's Point, and taking a photograph of it, the camera being on the American side of the line. The distance between the film and the front lens of the camera was about 12 inches. The international boundary line was half way between.

The law says that "no film or other pictorial representation of a prize fight shall be brought into this country." The question then was whether the waves of light, i. e., radiant energy, which actually crossed the line, in the form which they had as they crossed the line, constituted a "pictorial representation of a prize-fight."

Now I have no intentions of going into the details of that remarkable trial. I could talk for two hours and just get a good start. I was on the witness stand for four hours, and thanks to the valiant efforts of the district attorney and the judge, I really never got a good start. I imagine that my testimony during that four hours could be read in ten or fifteen minutes. The judge and the lawyers were talking the remainder of the time.

Of course neither side was primarily interested in the science of the matter. Each side was interested, as usual, only in winning the case, and as the present war has taught us, all means are justified, provided the desired object is attained. In this case it happened that the science was all on our side, and we had only to tell the truth. (If this had not been so, I would have had nothing to do with the affair, not being a believer in prize-fights.) Still with a clever lawyer and a better judge cross-examining one, you have no idea how hard it is to tell the

truth,—or even to get a word in edgewise.

At the beginning of the trial the judge seemed really to believe in Newton's emission theory of light, and had an idea that material particles were shot across the boundary line. One witness testified that he actually saw a beam of light coming from the film and going into the camera, and that seemed to make quite an impression on the judge and others. We managed, after several days efforts, to convince the judge of the falseness of his theory, but to explain what energy,—radiant energy,—actually is, and how it can not be seen or felt or tasted, etc.,—that seemed beyond human power.

The judge and others believed,—to the end,—that one could actually see a ray of light, instead of the fact that what one saw was the object, by means of the rays of light coming from it. He conceded that for a near object, as a chair in the room, you saw the chair, not the light. But as the object got further and further away, there apparently suddenly came a point where you no longer saw the object, but only the light coming from the object. It seemed quite in vain to remind him that material objects are, by definition, those that can be perceived by one or more of the senses, and if we could actually see light, then by definition light would be a material body, while every scientist in the world is now convinced that light is only a form of energy.

In order to illustrate what was perpetrated in that court-room, and what we had to listen to, I want to bring up just one point. We had conceded, in our testimony, that the waves of light, just as they left the film on the Canadian side, had, in one sense, the form of the picture on the film. That is, that where there was a dark region on the film, there was a "hole" so to speak, in the bundle of rays leaving the film. (Principle of contact printing.) But the source of light, in order to avoid ordinary halation effects, was very extended, i. e., a ground glass was interposed back of the film, and so from each point on the film light rays spread out through a large solid angle, or cone. Afterwards a portion of these rays were caught by the lens on the American side, and combined in such

a way that part of the bundle coming from any point in the film, came finally approximately to a point on the sensitive plate of the camera. But, we pointed out, at the boundary line, if one could actually see these "ether waves" (shall we call them?) he would see nothing but hopeless confusion, and this confusion would have continued throughout space forever if a lens of a particular shape had not been placed at a particular point, which lens bent the rays in such a way as to get them into an orderly arrangement, so that, when the photographic plate was put in just the right place, a recognizable copy of the original film would be impressed upon it.

Now, in his three hour summing up to the jury, this is what the prosecuting attorney had to say on this particular point to those poor inoffensive jurymen. It is impossible to give you any conception of what that jury had to listen to, in the four weeks of the trial, and so you can hardly realize their frame of mind, and so, likewise, you can scarcely get the actual effect of these remarkable remarks upon them.

Said the prosecuting attorney: "Gentlemen of the jury,—the experts for the defense have conceded that the waves of light, just at the moment they came from the film, had a resemblance to the picture on the film. But they said something about these waves becoming confused, before they reached the boundary line. Now, gentlemen, let us figure this out in a perfectly sensible way, and see if it sounds reasonable. The experts for the defense have testified that light travels 186,000 miles a second. Think what that means! Seven times around the earth in a second! And the distance from the film to the boundary line was about 6 inches. Now try to imagine the infinitesimally short time that it would take light to travel from the film to the boundary line. One can scarcely conceive of it. And so, gentlemen of the jury, I put it up to you as a matter of simple common sense, does it seem reasonable to you,—I ask you, does it seem reasonable? that in that infinitesimally short period of time from the film to the international boundary line, the waves of light had time to become confused?"

Do you wonder that after listening to

three hours of such rot as that, some of us began to get rather pessimistic over the future of the world? When, do you suppose, will men study the truth for the love of truth, and tell the truth consistently as a matter of habit and principle, instead of studying it as little as possible, and telling it only when it is convenient to do so? Truly we are prophets crying in a wilderness, but the salvation of the world depends upon the knowledge of truth, and upon the love of truth for its own sake and for the glory of God.

Am I studying systematically to prepare myself better for the place I now occupy, and do I learn something every day from the field, the street, and the shop that will enable me to fill a bigger place to-morrow?

When I find a weak place in my work or in my character, do I seek earnestly, vigorously, honestly, and persistently to eliminate it by building up in its place a practice foundationally right, and correct in principle?

Don't be satisfied merely to ask yourself these questions, but insist upon honest answers. Then look for remedies—build proper practices in the place of those that are improper. Let good habits take the place of bad. Let elevating impulses take the place of those that degrade. Recharge your energy-batteries. Revamp your course of conduct, revise your habit of thought, reclaim yourself. You can do it.

Your possibilities are greater than those of any other man or woman in the world. They are all you have. Develop them. Let the sunshine of goodness, the warmth of an earnest purpose, the nourishment of a broad outlook, act and react upon the abilities that God has put into your soul until they grow, and flower, and bring forth perfected fruit.

Study the work you are doing. When a man gets it into his head that there is a right way and wrong way to handle every job, he has taken his first step toward making his work interesting.

Dr. S. Johnson says: Those authors are to be read at schools that supply most axioms of prudence, most principles of moral truth.

MAKING THE FOREIGN-BORN FAMILIAR WITH THE AMERICAN SPIRIT

George S. Tilroe, Syracuse

AMERICANIZATION of the immigrant to-day involves the two outstanding forces of world-wide human interest—the material and the spiritual. It is demanded that we judge their merits and determine which shall predominate as our national characteristic.

In teaching the immigrant, we have commonly regarded our work as an effort to make him a more valuable material asset in the community. We have taught him the English language to help him get a better job and to answer the questions of the Naturalization Court. The instruction has been essentially to meet material needs. Materially, we have accomplished our purpose.

The big problem to-day, however, is not material. Our work of Americanization is a spiritual task. It requires an exercise of personality, enthusiasm and thoroughness unparalleled in the history of the republic. It demands that we arouse in the immigrant a spirit of loyalty, a spirit like that which has ever led this nation on to victory.

The spirit of the American people is the most striking difference the immigrant sees between foreign and American life. It is the spirit we point to with pride, the spirit of liberty, of freedom and independence—the Spirit of '76! It grips the foreigner on first acquaintance and the longer he lives here the better he likes it. It throws a magnetizing influence over him. It is our spirit he is acquiring during the process of his assimilation, therefore, in such degree as we display traits worth while, in that degree is the immigrant becoming a worth-while American. This means that we are doubly responsible for the making of good Americans. We must be good Americans ourselves, if we would hope to get the American spirit across to the immigrant. We must illustrate the American spirit by setting before our alien population examples worthy of emulation.

Unfortunately, we have run the material Marathon at such a pace that we

three hours of such rot as that, some of have rather disregarded the intrinsic spirit of our laws and institutions and obscured the meaning of the American ideal. Meanwhile, the alien has debated the question of American citizenship, considering whether he shall become one of us. It has been difficult for him to differentiate between liberty and license, while our material manner of looking at the situation has rather confused him. We have not imbued him with the American spirit sufficiently to get him out of the alien class, consequently we have almost over-burdened ourselves with a conglomeration of crude humanity that is now the object of no little concern in some quarters.

The world war, a leveler of peoples, a spiritual prod, a national awakener, has done us immeasurable good. We have learned more in the last year than in half a century previous. We have learned the danger of spiritual lethargy and the value of national brotherhood. During the coming months, our American spirit is doubtless due for further quickening with its natural effect upon the immigrant.

Under these circumstances it is worth while to take invoice of our stock of Americanism. Most of us have acquired the American spirit through study of our great men and through visiting places of historical significance. Certain leaders and their heroic deeds stand out boldly. They were part of our education. When barely out of the cradle we learned about the hatchet and the cherry tree, about Honest Abe, the rail splitter. We have also learned about millions of common folk, living the simple life, who went to the front when duty called, but we seem to have overlooked the meaning of our nationality, for, it is said that "More than 50 per cent. of us have less than a 50 per cent. knowledge of the principles underlying the foundation of our government."

Materially minded schemers have helped load us up with the problems now confronting us. They have victimized

thousands of immigrants, many of them so many times that they have become distrustful of well intentioned persons who approach them with a sincere desire to help them. Meantime many of our better classes, rich and poor, have stood by, indifferent to the proceedings. We have declared that we need these folk to do our drudgery, to dig our ditches, to do our dirty work! Material selfishness has befogged the issue of American patriotism! We have led thousands of our immigrants no farther than the slums with harmful results. The American spirit withers in the hovels and dark passageways of the tenement sections. Many aliens, however, have swallowed the bitter pill of social ostracism and appeared here and there as leaders of influential colonies. Although many have not risen above the level of the common laborer, they have acquired enough of the spirit of genuine democracy to return to their native lands and spread American ideas. Some of our immigrants are sitting in legislative halls, others are spreading sedition and treachery!

Instead of consigning the alien to the slums, let's open up to him not only the opportunities of our industrial centers, but also the advantages of the rural regions where fresh air and sunshine are plentiful, and clannishness is short lived. It is our duty to teach of all our resources and how they may be used for the common good. Before we can do much teaching, we must solve the problem of reaching these people. We must have funds and we must get our pupils into well equipped school plants where the American spirit is exemplified in all the surroundings. The American eagle can't scream well cooped up in a foul cage.

Heretofore, in our immigrant education campaigns, we have used every available means to fill our evening schools. We have opened classes near immigrant homes, used posters, letters, missionaries and moral suasion. We have reached many through social activities and helped them because we appealed to their human, spiritual side, but definite results have been disappointing. We have not reached the masses.

In many of our cities, immigrants who

have been in this country many years, have not taken advantage of instruction offered gratis in our night school. In some cities much less than 10 per cent. of the total foreign population is attending. In New York state are more than 3,000,000 foreigners ten years of age and over. Thirteen per cent. of them are illiterate as compared with 1 per cent. of the native born.

The showing is not quite so bad throughout the nation as a whole for, among children of foreign-born parentage, there is less illiteracy among the whites than among children of native-born parents. Fully 50 per cent. of our children drop out of the elementary school into material activities, foreigners to greater degree than natives. A comparatively small percentage of all go through high school. In the high school and colleges, however, the native-born boys and girls outstrip immigrant children, showing an advantage over the flow from the elementary schools into material avenues of life employment. If they learn to exercise their minds along thought channels, young men and young women of the high schools and colleges are the hope of perpetuating in this country a race of thinking, reasoning human beings. It requires more than a machine to perpetuate the American spirit.

There is yet much to be done and it must be done through the greatest Americanization agency in the world—the American public school.

The work must be centralized here. It should not be scattered among various institutions and organizations which produce only indefinite results. The American spirit is nourished in the public schools and in them we must provide the proper kind of Americanism. There must be no taint of enemy propaganda anywhere in our educational system!

Raw material for the schools is available in this country to the extent of some 13,000,000 foreign-born people. One-fifth of them cannot speak the English language and a much larger number have not yet grasped the American idea otherwise. It is our duty to teach them and their duty to try to learn. We owe it to them, they to us and all of us to our country. We must emphasize co-opera-

tion to preserve our democracy, for without it, democracies fail.

The old Athenian democracy, which produced a grand example of virtuous, civilized manhood, went to pieces. It had one fault. The people had no capacity for working together, consequently stronger, warring peoples, by using might, gobbled them up. But many of the good qualities of the ancient Greeks survive. They are the qualities showing the spirit of the people. Pericles emphasized the cultural side of their nature and did a lasting service to mankind.

Even old Greece had its alien problem. The spirit of that age drew a contrast between the principles of democracy and those of foreign, barbarian folk. The Greeks had to battle against evil influences of brutal, savage tribes of northern Europe, influences of two thousand years ago which are cropping out to-day. Thus, in so far as civilization in the finer sense is concerned, our problem is like that of Pericles' time.

The spirit that prompted Pericles prompted the founders of this republic. It led to the adoption of the Constitution, the foundation of Americanism. If our immigrants become familiar with this they will have in its first paragraph the keynote of the American spirit in these words, "We, the People of the United States, in order to form a more perfect Union." In this union, we escape the fault that caused the downfall of the mother of democracies and secure a guarantee of national strength. We Americans have been brought up under the spirit of this Constitution, while in Europe, for several centuries, there has been a material existence of undemocratic characteristics. Our immigrants, with few exceptions, were trained under this autocratic system of education. In America, we have used a democratic system, although we have allowed autocratic features to creep in, some innocently and others deliberately. Definite steps have been taken not only to disrupt the nation, but also to put foreign features into our education system. It is not a matter of language; it has to do with the introduction of European ideas. It concerns the fostering of materialistic principles which, in an autocracy, have produced a

generation of common people now subservient machines manipulated by rulers who command barbarism which the educational training of the masses enforces them to practice. We have no place in America for any part of an educational system that trains immigrant children or alien adults for any such subserviency as this, yet here is what I read in a volume published in America six years ago: "Germans made many struggles to introduce and foster their language in our schools, taxed themselves for the maintenance of German schools, and fought in the press, the legislature and on the stump. There was Scheib in Baltimore, Feldner and Schneck in Detroit, Engelman and Herflinger in Milwaukee, Heilmann in Louisville, Conrad Krez in Wisconsin," and scores of others. The author regrets that credit has not been given these men for their pioneer work in establishing a German normal school in Milwaukee and in devoting their energy and means to the preservation of German in this country. This was published six years ago. What do you think of it to-day? We have not only permitted ourselves to be exploited by foreigners but many of our own educators have gone abroad to gather up foreign ideas for American consumption. Some may be good and some bad, but, considered from the viewpoint of *Americo First*, there must be Americans able to devise Yankee substitutes for those worth while.

Several questions arise right here. Should not American educators investigate the subject and weed out objectionable foreign features that have gotten into our schools? If European systems of education produce a people in the condition of subserviency in which we believe Teutonic peoples to be living, do we want this kind of education in America? Do we want our people to be mere material machines or do we want them educated to enjoy life as it should be lived in a free democracy? Do we want them fitted only for work or do we want them prepared not only to work intelligently but also able to employ their leisure hours happily and profitably? The material was never intended to consume the whole day nor even one-half of it.

No less an American than George Washington had something to say on this

subject. When it was proposed to bring over here the faculty of a Genevan university to take charge of an American university, he objected. He said he was against importing an entire "seminary of foreigners for the purpose of American education." Neither did he favor sending our young men abroad to be educated. He feared what experience has shown he had cause to fear. He said they "contracted principles unfriendly to republican government and to the true and genuine liberties of mankind." George Washington also had ideas about immigration that are good to-day. "My opinion with respect to immigration," he said, "is, that except of useful mechanics and some particular descriptions of men or professions, there is no need of encouragement; while the policy or advantage of its taking place in a body (I mean the settling of them in a body) may be much questioned; for by so doing they retain their language, habits, principles, good or bad, which they bring with them. Whereas, by an intermixture with our people, they or their descendants get assimilated to our customs, measures, and laws; in a word, soon become one people."

"It remains to be seen," he declared, "whether our country will stand upon independent ground. . . . A little time will show who are its true friends, or, what is synonymous, who are true Americans."

The acid test of our Americanism is now on. Immigrants and natives are showing their colors. Our history teaches us that true Americans are held in reverence; traitors go to ignoble graves!

Whispering "'Tis well," George Washington died, mourned by a nation.

Benedict Arnold went out a penitent, despised by everybody.

Among his many benefactions, Washington left us a suggestion that fits nicely into our scheme of Americanization. He favored a plan to spread systematic national ideas throughout the nation. In this way immigrants may learn the workings of the American spirit and what sort of men have guided our destiny. Illustrations are plentiful. The Pilgrims came here for freedom of worship. From the belfry of Old North Church a lantern signalled Paul Revere to begin his famous ride before Lexington and Concord. Seven thousand patriots gathered at Old

South Church for that great American camouflage, the Boston Tea Party. Washington prayed for success at Valley Forge. John Adams recited every night the prayer his mother taught him as a boy. Ethan Allen appeared at Ticonderoga in the name of the Great Jehovah and the Continental Congress. This sort of spirit was back of the American revolution!

In Civil War days, Abraham Lincoln said, "Let us strive to deserve the continued care of the Divine Providence, trusting that in future emergencies He will not fail to provide us with the instruments of safety and security."

And there is the Gettysburg address! It was the American spirit that gave us these: "With malice toward none, with charity for all;" "Give me liberty or give me death;" "Liberty and union, now and forever, one and inseparable!" In all this there is something higher than the material. It is powerful enough to repel a foreign foe. It has never tasted defeat.

This kind of Americanism taught to our immigrants has been the only force directly counteracting the spread of foreign propaganda in this country during the past twenty-five years! Its effect is seen on European battlefields to-day!

Fully one-third of the volunteers for the regular branches of the army, navy and marines this year are of foreign birth or parentage. In industrial centers they have volunteered in a ratio of 3 to 1 as compared with native sons. Many of them learned Americanism in our night schools. I saw some of them clad in khaki, march away. I went to the railway station with them. I was proud of them. I met others before the draft boards, accepting service without claim of exemption. I was proud of them because the chairmen of the examining boards told me they were showing a remarkable spirit in that they volunteered when they might claim exemption on the ground of being aliens. It was ample reward for fifteen years' effort to get the American idea across. During the past three years the government has come to help us in this service. It has started a campaign of Americanization. We welcome the movement. It will help us continue the transformation of immigrants into highly respected and prosperous American citizens. We know many

who have traveled this road. We are in touch with all nationalities, some of whom are scattered to all parts of the world. In America, we hope to cement this material into one spiritual union. The press, the pulpit and our law-making bodies can aid this work by considering such propositions as these:

1. Suppression of foreign language newspapers.
2. Supervision of societies of foreigners.
3. Scattering of colonies of foreigners.
4. Licensing of persons acting as interpreters.
5. Deportation of foreigners who refuse to declare their intentions after one year's residence, unless registered.
6. Licensing of those who assume to prepare aliens for the Naturalization Court.
7. Compulsory attendance at evening

schools of foreigners who cannot speak English.

8. Government control of public Americanization agencies centralized in the public schools.

9. The teaching of foreign languages in our schools by Americans.

Through education and legislation we must work together in that unity outlined in the Constitution, not forgetting that the genuine American spirit is one of right living under the Golden Rule. We have achieved success in a material way and enjoy many inventions, but no invention has yet approached the splendor of the spiritual. We are ringing a change on the materialistic tendencies of several centuries. The spirit of Christian brotherhood is getting hold of us. We are getting to be more like human beings. This humane spirit is a feature of democracy. May all nationalities be so imbued with it that "This nation, under God, shall not perish from the earth."

MODERN METHODS IN IMMIGRANT EDUCATION

Nellie Pierson Michelsen, Rochester

THE first question one usually asks is, "What do you do the first night?" or, "How can you make the work helpful or interesting if they cannot understand you?" For the purpose of making our methods clearer, let us first take up the classification of our students as they enroll the first evening.

If the student is unable to speak any English, or only a few words in English, he is placed in a real beginners' class. If any illiterates should enter they would also be placed in this class. There are but few for these classes now as most of the students are able to speak some English.

If the student speaks well and understands what is spoken to him, he would be placed in the second division of a beginners' class. These of course will make rapid progress, because their lack has been only the formal study of simple English.

For those students who may have had private instruction previously, and who, therefore, are able to read the more difficult lessons of a beginners' book, we have an advanced beginners' class. These

also are ready for rapid progress and soon show a marked degree of improvement in all lines of work. Thus you see the beginners are subdivided into three distinct groups.

To enter an intermediate class the student must be able to write simple sentences or read books of a fourth-grade standard. If further advanced, he will be placed in an advanced class, where the study of the Constitution and any special lines of work they wish will be studied. (This classification can be seen on chart.)

Now to answer our former question. If the first night's work is to be in a real beginners' class, would proceed in this way:

The first thing the student wishes to know and the first thing the teacher wishes to know is summed up in this question: "What is your name?" Therefore the teacher leads by saying to the class, "My name is Miss Jones." She should repeat this two or three times very slowly and clearly.

This is a cue to the students, and so when she asks them to tell her their

names they quickly respond. Be sure to have them always answer with the complete statement, "My name is —." This statement is then written on the blackboard and read by each pupil who supplies his own name at the end.

The next step is the writing in their notebooks from the blackboard. (How the students obtain the notebooks will be spoken of later.) To be sure, the writing may seem scraggly and very much unlike our writing, but they are anxious to learn, and so you will see improvement in every lesson.

You may not know how to spell their names, but your ears, plus your knowledge of foreign names and sometimes the student's help, must be your guides, unless you are in a system where the registration takes place outside your room and the students are sent to you with a registration card which tells their name, address, and other data necessary for your register. (A picture of the registrar at work may be seen on chart.)

In this manner we complete the first Rochester leaflet, called the "Identification Leaflet." (Seen on chart.) The leaflet itself is then given to the student, who fills it out and takes it home with him. Some teachers paste this leaflet into the student's notebook on the page opposite the written lesson.

Thus, at the end of this lesson, the student has had the spoken word, the written word and the printed form, all of which he can take home with him for further study.

The keynote of our first lessons for real beginners is action. Of course with the action there is always the name of the object.

Taking such a group as, open and shut, for the action words and door, window and book, for the objects, we make simple statements from them as: I open the door. I shut the door. As the teacher makes the statement she must perform the act, doing this several times, so the students thoroughly understand. She then calls on one of the class to repeat her work. Try to make this as easy for them as possible for self-consciousness often tries to hold them back.

This action then leads to the written

statement on the board. When the lesson is completed the reading of these statements by each pupil is followed by the writing in the notebooks.

As to the arrangement of these simple sentences, we try to have them follow in logical order, to be short enough for the pupil to comprehend and each sentence to express a complete act. A group of simple sentences thus arranged we call a series.

From this action work we proceed to lessons based on the daily routine and life of the student: The care of the body, the clothing, the shop, good manners, safety signs, etc., always aiming for the practical side, i. e., to teach the English the student must use every day as he goes about his work. This is the first work for the second division or intermediate beginners.

It is very difficult to find work for the advanced beginners, but at present we are giving them the most difficult of the beginners' work and using the lessons often found in the back of our present beginners' books.

Before leaving the beginners' work, let me add the necessity for constant review of these lessons. There are many methods of review known to all teachers and all have their relative value. The good teacher varies her method, but her ultimate aim is always the ability of the student to use the material he is being given.

One device I have found very helpful in the early work of the beginners is, the giving of commands to be acted by the student. To illustrate: After my class has had the lesson previously spoken of on door, open, etc., my review would proceed something like this: "Mr. Brown, please open the door." "Open the door" may need to be repeated until he thinks back. As he performs the act, have him say, "I open the door." Thus he proves his knowledge of what you said and the English for what he is doing.

This work may be followed by questions and answers, and dramatization as soon as he accumulated sufficient vocabulary. The use of drill cards and charts is also a great help.

By drill cards we mean cards on

which are printed the words they are learning. These are held before the class and the word given as rapidly as possible. Charts are larger pieces of cardboard on which are placed pictures representing objects or acts. The student should be able to give a correct name to any picture to which the teacher points.

These are a few of the methods of review and undoubtedly each teacher has others which she has used very successfully.

In the intermediate class the lesson drops the simple sentence form and is written on the blackboard in paragraph form before the students enter the room if possible.

The explanation of new words used in the written lesson, with the real period leading up to the topic to be studied, constitute the development of the lesson.

For material for lessons the study of history, civics and any general topic which is practical is taken up.

History is not studied in a formal way but by the use of historical characters. For instance: if I wished to teach the discovery of America, would do so through the study of Columbus, taking, if necessary, two or even three lessons. With these lessons I would use a map on which could be shown the course of his trip, etc.

Civics in this class means teaching the student what the city does for him and in return, his duty to the city, rather than the so-called formal civics. Such topics as, the care of streets and sidewalks, the protection of milk supply, prevention of spread of disease, are well used here.

By general topics we mean general practical information relating to such topics as hospitals and clinics, banks, telephone.

The general plan in this group is to have a city topic one evening, history topic another evening and any general topic for the third evening.

As to the method of procedure for the advanced class there is little to be said. By the time the student has reached this class he knows what lines of work he prefers. Consequently the teacher tries to give all the help possible, at the same

time keeping in mind the aim of the work—namely, to make the foreigner a loyal and intelligent American citizen.

History continues following the biographical idea and correlating with geography.

The reading and discussion of the Constitution is followed quite extensively, each student having an actual copy of the Constitution for a textbook. These Constitutions can be obtained by writing to Com. John B. Moore, Washington, D. C., and stating the number of copies you wish. If you could see the delight with which the men receive and use these copies, am sure you would be willing to write a great many letters if need be.

In this class the student often asks for arithmetic and the more or less formal study of grammar.

Having touched on the questions of "Method of Procedure" and "Material for Lessons" in these different classes, we now come to the question, "What is the program for the evening's work?"

The work is divided into three periods, namely: the oral period, which includes the review and the development of the new lesson; the reading period, which consists of the reading and copying from the board and the reading from the books; the language period which includes language work, spelling and phonics or dictionary work.

Our usual time division is oral period (40) forty minutes, reading period (30) thirty minutes, and language period (35) thirty-five minutes.

Of course this program is not to be rigidly followed. Instead, the teacher is at liberty to arrange her order of work as she wishes, and thus can give more time to the weak points of her class as a whole. Also she may be able to group her class so as to give the better students more difficult work and this would change the schedule a little.

It hardly seems necessary to say anything about the group plan, yet in passing, will explain it in this way: it is the division of a class into usually two, sometimes three groups, based on the difference in the mental ability of the students. This plan is a great help to the teacher, for it enables her to keep

all the students busy all the time and thus keep them interested. Its application seems very necessary in small schools. It is usually applied in this manner: while one group is copying from the blackboard, the other group reads, or while one group has their spelling, another may have written language.

As we have already spoken of books, let us see our method of handling them.

First, remember the book lesson is usually supplementary to the blackboard lesson. As our blackboard lessons are selected by the teacher from a large group of topics, you can readily understand that a book is not read through page by page, but rather, the good lessons relating to the given topics are the only ones used.

Neither do we use the lessons in just one book. Our teachers are given through the course of study a list of books used in each class. These books must be known thoroughly to enable the teacher to choose the best and second best lessons. This enables her to readily substitute another set of books, if those she wishes are not available.

The knowledge of the books is necessary also, to give her class the lesson best fitted to them at that time. Quite naturally the lesson and book I used last year may not be suitable for the class I have this year. In other words every class is a distinct problem and must be handled in that way instead of applying any general rule. (Complete list of books on chart.)

As can be readily seen this method eliminates the purchase of textbooks by the student. In our city we handle the book question in this way: each school has an evening school library containing sets of the different books used. A librarian has charge of the loaning of these books each evening. For the purpose of efficiency in the use of these books, each teacher must hand to the librarian at the end of each week, a written statement of the books she wishes for the coming week. In this statement she names the topic to be read, the page or page or pages on which found and the evening and hour in which she wishes the book.

The librarian or school principal, if the school is a small one, also has in the school a number of the different Rochester leaflets. There are three sets of these, one for real beginners, another for advanced beginners, and the third for citizenship classes. (Many of these can be seen on the charts.) These leaflets are often used for the reading lesson. If the leaflet is too long for one lesson, then use it for two and, rest assured the review will not hurt the students. A blackboard lesson following the general idea of the leaflet precedes the reading, the same as in other lessons.

The students always have these leaflets to keep after the completion of the lesson and then they are of value to him as a self-review. Each teacher has a full set as part of her course of study.

One essential of the reading lesson is to be sure that each student reads. The amount of reading is entirely at the discretion of the teacher, but maybe you will pardon a few "don'ts" on this topic.

Don't let one student because of his aptness read all the time or even enough more for the other students to notice it.

Don't have reading a mere repetition of words. In some way be sure they have gained the idea back of the words.

Don't let the students feel that the reading period is a time for you or them to rest. The teacher must expect just as much exactness in their pronunciation as in any of the other work. She must make the student feel that there is just as much of a study to reading as there is to spelling, for instance.

Above all, don't read page after page without any real gain to the pupils. Rather read only one page, but have that page understood. You will find that making it understood is not always an easy task, but more often requires a resourceful teacher to bring to the student the same phrase or sentence in a simple form.

Maybe we can all get something of a bird's-eye view of the value of this topic to the foreigner if we imagine ourselves to be in his country with no knowledge of his language. Ask yourselves, "Would I need to read? Would it be interesting to read their language and thus learn their customs and the news

which they so eagerly read each day? Would I enjoy living with them better if I understood them?"

As we have already stated, the student does not buy a textbook. Nevertheless he has one and that one of his own make, namely, his notebook. This notebook and a pencil is given him the night he enters school, and is usually of a size that readily fits into a coat pocket, for, let me assure you, many of these notebooks are taken home to be studied during the few spare moments of their day. Into the notebook should be written the developed blackboard lesson, all rules given by the teacher, the spelling, and usually the memory gem which the teacher has on the board each evening. In an intermediate or advanced class, the model language forms and any other material not found in the textbook being used at that time and which the teacher deems necessary. (Sample pages of notebooks may be seen on charts.)

You may chance to have such good fortune as I once did. One of the pupils bought a new notebook and divided it into sections. One for spelling, another for rules, etc. He was of course an exception, but it showed that his work was of real value to him and that he surely understood what we were trying to do for him.

Since the notebook occupies such an important place in the student's work, the teacher should be sure that everything written therein is correct. Don't let the notebook go home with a rule written incorrectly, with punctuation marks left out or words misspelled. It takes but a very few minutes for the teacher to go over each book at the end of a lesson or during a few minutes of the spelling lesson and to make corrections for the evening's work.

Have found in my experience that this method assists, first, the pupil in that it corrects his mistakes before they have been thoroughly fixed in mind, and second, the teacher, as it shows her the weak tendency of each pupil and also the written form tells how much the student really understands.

Incidentally let us also note the necessity and value of the teacher's notebook.

Besides being a record of the progress

of her class, it gives the program of each evening's work, the complete vocabulary given, the phonetic work to date, the type of language taught, the needs of the class shown by the topics for oral periods or reviews, and the books and pages in that book used for reading lessons. There are of course other results which one can readily discern but which we will not take time to enumerate, yet if any one here has ever been called as a supply teacher for a night school class, she can readily appreciate the help she received from a teacher's up-to-date notebook.

Have spoken of dictation as a form of language work, and let me add, it is a form which we should use even more than we do. Our outline calls for it at least twice a week in an intermediate or advanced class, but it seems to me a simple sentence or an answer to a question could be added to the spelling lesson every night.

Do we realize what it does for the student? It helps him to concentrate, of course, but better yet, it helps him to master the work given him and thus gives him confidence and a desire to go ahead.

It also shows the teacher where the students need special help. A private student who had had two years of high school in his native country informed me at the first lesson that he wished dictation work every lesson. It helped him more than reading a long time. I thoroughly agreed and proceeded accordingly. This little incident shows quite plainly that some of our students know very clearly just what they want and why they want it. When they can give good reasons, I think it is our duty as well as privilege to give them that special help.

The term "language" as applied to the foreign class work is often puzzling to the new teachers. In our real beginners' class it is naturally simple. It consists of simple exercises, as the writing of a statement he has just given. This written statement must begin with a capital letter and end with a period, this rule having been learned through imitation during the copying of their lessons from the blackboard, an exercise which, in itself, is a language lesson, especially if

the teacher makes it a point to correct the work before the student is dismissed.

From this we proceed to sentences based on given words, sentences having blank spaces to be filled from a list of given words, questions to be answered and, if possible, the writing of three or four sentences about some given topic, as "school."

In the intermediate grades we go on to the more formal rules of grammar and composition. The proper use of (1) misused prepositions, as between and among, (2) misused verbs as lie, lay. The formation and use of contractions, necessary abbreviations and rules of punctuation, adapting the work to the needs of the class.

The greatest difficulty in this work is to be sure the student understands, for he is very apt to say he does and yet when given a trial is at a loss to use the rule correctly. The correct study of language calls for constant use in order to thoroughly impress it on the students' mind. This work leads up to the composition work in the form of letter writing or simple narratives.

The teacher of the advanced class goes into this branch of the work as much as her class demands and she knows they are ready for.

Very closely connected with this work is the use of the dictionary. A partial basis for the dictionary work is started in the beginner's class when the most common diacritical marks are taught in connection with the phonetic work. As the student advances he is taught the alphabet in order and then given lists of words to arrange in this order.

From the language of the intermediate grades, he learns the abbreviations used in the dictionary and the division of words into syllables. The student should be given special drill in the selection of the proper definition of the word in question.

The last topic is a very broad one and will be handled more in detail by another speaker.

Nevertheless since the first of this work is started in the beginners' classes shall touch it here.

Our first naturalization lesson is usually given in November, at the time of

election, this being, in our estimation, the time to bring the benefits of citizenship home to the students. Leaflet No. 6, found on one of the charts, tells you the points which are taught. It is quite necessary that the teacher know thoroughly the requisite steps in the process of naturalization before she begins this lesson, for she may be sure that all kinds of questions, such as length of time it takes to get the papers, how one can obtain such information as date of arrival, port of entrance, etc., if they have lost their ship ticket, and often times why they should pay the clerk one dollar, will be asked.

In our city the teacher is provided with blanks called Facts for Declaration, to be given to the students who wish to take out their first papers. These blanks may be obtained by any teacher at the local Naturalization Court.

When the students have finished Leaflet Six they know exactly where to go and what to do, to obtain the First Papers, the teacher having given the location of the Court House and the office of the Naturalization Clerk.

After the teacher has helped them with the first blank and they have obtained the First Paper, a period of two years must elapse before they can apply for the Second Paper. During this time the student, through the work of the intermediate and advanced class, may be preparing for the final examination on the Constitution.

Special classes are also provided for those who have made petition for their final papers. These citizenship classes are held in school houses located in the foreign districts of the city.

Just a word about the training of teachers for evening school work.

A normal class is provided, giving a course which prepares teachers to handle efficiently any class to which she may be called. The students of this class have observation periods in which they see certain lessons presented according to our methods; they study thoroughly the course of study; are required to pass examinations and are given open discussion periods in which they may bring for discussion any points they wish.

FRENCH SCHOOLS AND THE WAR

Capt. F. Baldensperger, Professeur a la Sorbonne, Albany, October, 1917

ADDRESSING a distinguished American academical audience, in these days, under Dr. Finley's auspices, makes me feel as if I was paying back a double debt and reciprocating a twofold antecedent. On the 26th of May last, in one of the staterooms of the Sorbonne in Paris, about a hundred scholars were assembled to hear the addresses sent to French universities by American sympathizers of the academic world; and indeed, it seemed to us, in that vicinity of Whitsunday, that the many voices of a great continent were at once audible to us through the messages carried over by an envoy who, more than ever, was well deserving his title of a commissioner. He told us that, in order to bring to our ears, at any cost, even after a submarine attack, his precious despatches, he had learned them by heart (and only the people whose imagination indulged in memories of an America of the remotest past suggested that it would have been still safer to have the invaluable messages tattooed on the messenger's skin).

A few days later, your commander revisited a little town in the East of France, dear to the heart of every American who cares about that very name, dear for other reasons to your guest of to-day. Saint Die is still under the German heavy guns which have shelled her a great number of times; moreover, a German so-called "liberal" paper published, last year, a paper commenting, with a sort of grim satisfaction, on the fact that "America's godmother" was getting her share of war-damages. Meredith's verse is always true:

Eastward of Paris morn is high;
And darkness on that Eastward side
The heart of France beholds: a thorn
Is in her frame where shines the morn.

These are the two visits I am glad to be able to render to-day: and is not this very reciprocity, between two dates like Whitsuntide and All Saints Day, a fine intimation of closer relations between our two countries! Though I am not a commissioner, I daresay that I hold a commission in more than one sense of the word, and that, being now an officer

among the professors after having been an intellectual among the soldiers, nothing could interest me more than a meeting where the general theme is "The Schools and the War."

What this war has been for the French schools, has been often told. The summer vacation of 1914 entirely filled up by the realities, near or far, of a sudden crisis in the life of the nation; the homes by and by deprived of their adult men and most of the school-buildings transformed into ambulances and hospitals; then, in the fall, the readjustment of school conditions with more than the half of the teachers mobilized, with part of the students, in universities and technical schools, called to the colors and, in the high schools, the boys of eighteen having but little to wait for being drafted themselves. You will never have to face these difficulties which France mastered, as it were, with a smile: so great was the mutual goodwill, the readiness of people who were only too glad to escape the so-called organization and to bring about the same results by mere dint of intelligent and voluntary efficiency! And many of the most pathetic experiences of some of our school-children are to remain unknown, too, to yours: going to school, in the morning hours, with a gas-mask on their faces, as is everyday life in Reims, will never be necessary for your small children. Passing examinations in cellars, as was the case in Nancy-the-martyr, will add no zest to your boys' mood and feelings before Commencement Day. And none of your pupils will ever have, as it happens in the invaded districts of France, to be submitted to the sneering investigation of a German school-inspector: one of them, in a village which, since, has been restored to France by the last general offensive, was asked by a high German official what he would be most pleased to see—supposing that this small boy would answer: "The gracious face of His Majesty the Kaiser." But he replied with the greatest simplicity: "What I should be most delighted to see, just now, that is . . . a French soldier." None of your small boys will have, as had then his French comrade, the joy

to see the broad back of a high German official turning tail with disgust.

I know some very touching traits, related to French school-life, which are only possible in the circumstances imposed upon fighting France. I have lived in certain hamlets on the fire-line, where many French soldiers had been buried in the first year of the war: they belonged to our Southern provinces, and their parents were prevented by the very conditions of war from going and praying on their boys' graves. But the school-girls of these hamlets have been taking care of the tombs, adorning them with flowers, associating them with their religious ceremonies, and sending news to the families: after having first reported about the places where their dead ones had been interred and about the circumstances of their death, they now continue a friendly epistolary intercourse which is a very beautiful tie between the front and the rear.

There is, of course, much knitting in the French schools, and a lively sending of parcels of every description: a great improvement was brought about, in that respect, by what has been called the "Individualization" of the "paquet du soldat;" I mean that, instead of being sent in masses to collectivities, a distinct "pollu" of the front was more and more connected with a schoolboy or a school-girl, who kept touch with him by letters, etc. In the same way, some classes, after having lived in the neighborhood of a military hospital, have adopted a wounded soldier—ordinarily a man from the invaded regions, or from the colonies—and replace for him his absent family. Many schoolmasters, on the other hand, who belong to fighting units, continue a regular exchange of letters with their former school, keeping in that way a sort of moral control on the small ones committed to their care in more peaceful times.

Other schoolmasters, who are beyond military age, have been wonderfully active in social and official work besides their professional tasks. Here is the day schedule of one of these teachers in October, 1914 (practising in his way a sort of Gary system):

5-8 a. m., town-hall, for advising the people of the community;

8-11, school;

11-12, report to the mayor;

1-4, school;

4-5, distribution of bread in the co-operative bakery;

5-7, looking over the schoolboys' tasks;

8-10, correspondence and accounts of the bakery.

The French soldier who was killed first, in this war, before the declaration of war, on the 2nd of August, 1914, was a schoolmaster: it really seems that the teaching body all over the country, took to heart this warning of fate, and once for all faced our monstrous enemy with a marvelous sense of responsibilities and an ever ready desire for work, for influence and self-sacrifice.

"School means construction; War means destruction." This being the case, how can school meet, generally speaking, the expectations which war presses upon her? It looks as if the best slogan for her designs, the very watchword for her activities in these times were this: to think more of concentration than of dispersion. "Concentration" not to be taken in the sense of German self-contredness, that mixture of conceit, frightfulness and efficiency, but in the sense of a fine control of our faculties, a clear vision of well-defined aims, more devotion to the essentials of life, a definite view of our duties to family, profession and nation, and through these intermediaries, the certainty that both the individual and mankind at large will, too, come to their own. One of your writers, witnessing the determination of the French soldiers during the first months of the war, spoke of their fine "single-mindedness." Perhaps it is gathered less from what the men say than from the look in their eyes. Even when they are accepting cigarettes and exchanging trench-jokes, the look is there; and when one comes on them unaware it is there also. In the dusk of the forest, that look followed us down the mountain; and as we skirted the edge of the ravine between the armies, we felt that on the far side of that dividing line were the men who had made the war, and on the near side the men who had been made by it. This, certainly, is the concentration that I mean: not hate, not greed, not lust, but that sort of conscience in

arms which, I think, school might help us to attain in this most powerful of contests, not only between nations, but between ideas; not between races, but between principles; not between two different styles of life, between life and the causes which make life worthy to be cherished.

"Hitch your plough to a star" was your transcendentalist's fine advice; and in all liberal countries, the school had been glad to accept this motto: the only question being which star was to be chosen, and whether it was to be a fixed star or not. The men "who have been

made by the war," in France, have slightly altered their point of view. Knowing that a furrow is a trench, too, we feel more inclined nowadays to make our furrow according to the soil, to the immediate needs, to the nature of the seed which has to ripen here. Instead of tying our plough with a star, we want to look straight in front, to hold the handle with a firm hand, to go straight and even: but we know that, at the end of the day's work, we will find the furrow directed towards the star of human goodwill and mutual understanding which has not ceased for us to be in sight.

THE STATE DRIVE AGAINST ILLITERACY: "MOBILIZING THE FORCES"—"NO ILLITERACY BY 1920"

W. C. Smith, Supervisor of Immigrant Education, State Department of Education

Men of an hundred peoples,
Men from world-end lands,
Ye have builded a nobler nation
Than ever was built by hands;
Unselfish, and single of purpose,
Guarding a brother's right,
Big with a splendid future,
Strong in her youthful might.

Men of a single people,
New-born 'neath the western sun,
A nation's cheer in loyalty
For the flag that makes us one!

Men of a thousand speeches,
That barter and buy and sell,
In that babel of tongues ye utter
A nation's speech doth dwell.
Not greed of gain or cunning
The Truth for long shall hide,
But a nation rise exultant
To praise a nation's pride.

Men of a thousand speeches!
Men of greed have done;
A loftier service awaits you
For the flag that makes us one!

NEW YORK STATE.

Foreign born	2,729,272
Mixed parentage.....	4,007,248
Non-English speaking.....	597,012
Illiterate	362,025
Non-English speaking women.	300,000
Per cent. of illiteracy.....	13.7%

"What are we going to do about it?"

A metropolitan paper denotes the Americanization activities as "next in importance only to the winning of the war." The war emergency conditions; unskilled labor in war order factories; non-English speaking foreigners in the draft; munitions fires and explosions; the fertile field for anti-American propaganda among foreigners, all throw into bold relief the need of a vigorous program of "Americanization through Education," which will speed up these patriotic activities and mobilize the educational forces of the state, against anti-American influences and present a united American nation "back of the firing line—One Language—One Country—One Loyalty."

What of the immigrant in all this war plan? How is he thinking? As a matter of fact, does he know "what it's all about?" The answers to these questions have a significant bearing on our future. New York state has accepted the challenge and has the proud distinction of being the first among the states to make provision by legislative enactment for supervision of immigrant education by appointment of supervisor.

This was the result of interest in the problem running back through the years.

As early as 1839 Governor Seward supported immigrant education in his message when he wrote:

"And we should act not less wisely for ourselves than generously toward them, by establishing schools in which the children (of immigrants) shall enjoy advantages of education equal to our own, with free toleration of their peculiar creeds and instructions."

Commissioner Finley made his first official public announcement to the Superintendents' Council at Troy in October, 1913, when he spoke on "The Challenge of Illiteracy" in which he said:

"First of all, that we shall make more vigorous, specific and universal attack upon English illiteracy, one that shall result in reducing the total illiteracy to the percentage which the yearly migration of souls into the state, new born and alien, bears to the total population of the state. There was a reduction in the ten years, 1900-1910, of 45% in child illiteracy, but so tremendous was the alien adult immigration in the same period that the average percentage of total illiteracy, child and adult, in the state was not reduced. I ask myself as I ask you, 'Should not the state now seriously, vigorously, specifically undertake to reduce adult illiteracy as it has with such measure of success reduced child illiteracy? Does not every argument for child literacy give support only in a lesser degree to that for adult literacy?'

"This time, when we are seeking to quiet here the racial, religious and political hatreds of generations in Europe, seems to me a most opportune time for urging this effort. We ought not to wait till the children of to-day are grown."

Governor Charles S. Whitman has called attention to the problem vigorously in his message of January, 1917, as follows:

"The larger cities are already making some provisions, but the state as a whole should now seriously, vigorously and specifically undertake to reduce illiteracy as it has with such success attacked and reduced child illiteracy. Every argument for training a child into a knowledge of the language of America and of the obligations of citizenship is equally potent for the alien who comes after the school-age, but who wishes to become a worthy American citizen. I ask the serious attention of the legislature to the matter

in order that steps may be taken to reduce illiteracy to the very minimum in this state before the end of the decade."

The direct result of which was the provision for the above appointment. More recently Governor Whitman speaking at Atlantic City before the Department of Superintendence on February 26th, and calling the educators of the country to a large educational war service, put the following plank as No. 1 in his platform:

"Nowhere in all this land a single sane man, woman, or child of sufficient years unable to speak and read and write the English language."

To meet emergency conditions indicated by these facts in New York state among the vast numbers of immigrants and aliens and in their behalf, the Department of Education in co-operation with the public schools and social agencies, is undertaking the promotion of a far-reaching campaign on immigrant education. This involves the teaching of English, for to have one people, there must be one common language. It includes the organization and conduct of English classes together with instruction in citizenship, American history, government and anything and everything which will make for increased social and national efficiency during the period of the war. The campaign, however, though undertaken under emergency conditions, is intended to be permanent.

Social agencies, such as settlements, neighborhood associations, churches, synagogues, clubs and labor and manufacturing organizations are asked to co-operate in securing and maintaining increased attendance in the evening school centers and wherever extensive annex classes are formed. Our schools must be made bulwarks for the safety of the country.

To carry on this extensive educational campaign it is necessary to secure not only the services of trained and regularly paid workers but also, the unstinted service of a large body of unselfish volunteers who, in a variety of ways will assist social workers and school authorities to promote and conserve this educational movement. Such an educational program as is here indicated, requires the

following features together with the various forms of trained and volunteer service needed. Organizations and clubs of various kinds are asked to secure and direct the participation of their membership. In this campaign there is to be a job for everybody and everybody is expected to be on the job. There is room for individual as well as group service. It is most desirable, however, to work through organization.

The details of these features are these:

(a) Public school classes, day and evening, in English civics and American history, adapted to neighborhoods as to time, character, organization and conduct.

(b) Public school annex classes in shops, factories, stores, offices, hotels, restaurants, clubs, warehouses, churches, settlements, construction work, private homes—any time, and where—teacher supplied by public schools.

(c) Lectures and talks on the war and on social, civic, industrial and political themes of local, state and national interest.

(d) Neighborhood clubs for men, women and children—social, civic, Red Cross, home making, athletic, music, debating and literary.

(e) Americanization through naturalization. Adaptation of naturalization applications, examinations and court methods to meet conditions and needs among aliens. Organization and conduct of training courses in citizenship.

(f) Community information centers in schools, clubs, churches, settlements, shops and offices.

(g) Community singing. Organization and conduct of community singing classes and clubs and neighborhood music festivals. Let the people sing themselves together.

(h) Neighborhood meetings. Organized gathering on the community basis of immigrant neighborhood groups for conference, discussion and mutual friendliness in co-operation with neighborhood Americans, and the local county, state and national councils of National Defense.

(i) Public demonstrations. Expositions, displays, parades, pageants, exhib-

its, competitions by various nationality groups, by neighborhoods and by city at large.

(j) Enlistment of immigrant leadership for citizenship through conference and volunteer service.

(k) Enlistment of American volunteer service for New Americans. Social unity and community strength come through mutual help, co-operation, service, mutual appreciation, tolerance and understanding.

(l) Employers' co-operation.

(m) Leadership training.

New York state has adopted a policy of immigrant education which includes the training of teachers to do this special type of work, the opening of night schools in cities and towns, many of which have heretofore remained closed even in foreign communities, and the requirement of all non-English-speaking minors above 16 to learn the common language. This policy has been enacted into law. In addition to the Brown Constitutional Amendment requiring the literacy test for voting in 1920, which will be submitted to referendum after passage in Assembly of 1919, it will go far toward making, "English the language of New York state."

This is the most significant and forward step toward Americanization which any state has yet taken, and is in line with a Federal program, just announced by Secretary Franklin K. Lane, of the Interior Department, but awaiting Congressional action. This policy is the result of vital interest in the problem on the part of the State Department, school superintendents, manufacturers, labor leaders, and the immigrants themselves, because they so frequently find that they are out of the range of "better things" because they "don't know what it's all about." It is also the result of war emergency and is the effort of a state to correct its past neglect of the immigrant, a condition in which he was left to shift for himself. In this way the "melting pot" failed to work.

Horace Greeley says the darkest day in any man's career is that wherein he fancies there is some easier way of getting a dollar than by squarely earning it.

A PLAN FOR INCREASING THE SPEED AND THE EFFECTIVENESS OF PUPILS' SILENT READING

Charles R. Gaston, New York

1. The true way to train pupils in effective reading is to re-enforce at every turn their knowledge and sensibility—to enrich for them the mind and spirit. Were this to be proportionately developed in an outline on reading, it would reduce other points to small subdivisions. Yet there are other points, less intangible and perhaps less generally acknowledged and understood. It is these we have attempted to outline. Let it be granted, then, that by common consent we are barely mentioning in the outline the largest and most vital part of the subject; that we are dwelling on the more technical side, where we offer various suggestions which have their place and may help in training our pupils—immature and of differing degrees of ability—to read better than they do.

2. In presenting this plan, we do not believe that any teacher will feel constrained to follow exactly and in the order here set down all the suggestions for improving pupils' silent reading. Teachers will find in the outline, it is hoped, suggestions and material which will prove of value according to the particular problems that arise in classes of students of varying degrees of attainment.

3. The aim is to cultivate by class work habits of reading which pupils will apply in their own personal reading entirely outside of the classroom influence. By showing pupils how to read books faster and more effectively under direction, teachers will cultivate habits that will be applied in reading that is not directed by any one.

4. We believe that pupils should be stimulated to read a large number of books. In classroom work we feel that there is now a tendency to spend altogether too much time on some types of books.

5. A good plan for stimulating pupils to more rapid reading is to give all the members of a class a set of new books, to assign a definite time, say twenty min-

utes, for the reading of a definite chapter, as for example of "Treasure Island," and then to see which pupil has obtained the most from the book in the given time. Another plan is worth trying whenever the teacher puts a new set of books into the pupils' hands—let the class see which person can get the most out of the book as a whole in the assigned time. In this work such exercises as are mentioned under II-D prove of surprising value.

6. Mature skimming of a book, such as is done by practiced readers of long training and experience, can not be taught by rules. Yet even immature readers in both elementary and high schools are being taught something of the art of skimming, according to the purpose in hand. We would not for a moment be thought to advocate skimming as a constant practice. On the contrary, we have found that especially for non-literary reading of substantial books most of the exercises given under IV, B and C will stimulate the student to thorough reading.

7. We realize, finally, that it is not possible often, if ever, to make fast readers out of slow ones. We do know that it is entirely practicable to make the slower readers read more rapidly and effectively through such devices as are mentioned in the outline, and to teach readers who now read somewhat rapidly to read still more rapidly and effectively, through the carrying out of such exercises as are here outlined.

I. Exercises for approaching the reading of a book.

A. Consideration of kinds of books.

1. Fiction.
2. Non-fiction.

B. Consideration of kinds of reading.

1. Literary reading—for enjoyment primarily.
2. Non-literary—for information primarily.

- II. Exercises for increasing the speed of reading any book.
 - A. Training in utilization of typographical aids.
 - 1. Title page.
 - 2. Preface.
 - 3. Table of contents.
 - 4. Marginal headings.
 - 5. Headlines.
 - 6. Maps and illustrations.
 - 7. Index.
 - B. Training in judicious skipping.
 - 1. Glancing here and there for the place where the book appears interesting.
 - 2. Looking for the main drift of the book.
 - 3. Looking lightly at the less important portions of the book.
 - a. Introductory remarks.
 - b. Digressions.
 - c. Casual anecdotes.
 - C. Training in getting ideas from sentences, paragraphs, chapters, or other divisions of a book.
 - 1. Constant search for main subject and main verb in sentences.
 - 2. Search for the author's topic sentences or summarizing sentences or paragraphs.
 - 3. The asking of questions for which the paragraph or other division of the book may be an answer.
 - 4. The composing of sentences or phrases expressing the main idea of a division of the book.
 - D. Training in taking in whole phrases or sentences at a glance.
 - 1. Practice in looking up from the book during oral reading.
 - 2. Reading in concert. (Select the portions especially adapted for training in mastery of breath groups. See that all members of the class read in the same breath groups.)
 - 3. Constant consideration of the structural relationship of parts of a sentence.
 - E. Helping a pupil to discover his own verbal difficulties.
 - 1. Learning the exact meanings of words partially known.
 - 2. Increasing the pupil's stock of words.
- III. Exercises for increasing the effectiveness of reading.
 - A. Fiction.
 - 1. Questions about the pupil's knowledge of elements of stories.
 - a. Place and time.
 - b. Plot.
 - c. Kinds of persons active in stories.
 - d. The central thought compared with the central thought of other stories already familiar to the pupil.
 - 2. Questions about the specific book.
 - a. Where do the events happen?
 - b. When?
 - c. What happens?
 - i. Questions intended to stimulate curiosity.
 - d. Who take part in the action?
 - 3. Comparison with other related fiction.
 - a. Content.
 - b. Form.
 - B. Non-fiction.
 - 1. Training in determining the question whether or not to read the book at all.
 - a. What do I already know of this subject?
 - b. What do I expect this book to tell me?
 - c. What is the probable trustworthiness of the book?
 - i. The reputation of the publishers.
 - ii. The reputation of the author.
 - iii. The time of publication of the book.
 - 2. Questions to be answered in order to increase the effectiveness of the reading.
 - a. What does my purpose in reading the book require me to remember from the book?

- b. How can I fix the contents in my mind?
 - i. Concentration of attention on sentences giving the author's main points.
 - ii. Discovery of relation of each part to the main idea.
 - iii. Marking or copying certain important parts.
 - iv. Fitting the contents into what one already knows in the subject.
- c. How can I use this knowledge?
 - i. For the solution of my immediate problems.
 - ii. For the governing of my actions as a member of society.

THE USE OF THE TRABUE SCALE IN SCHOOL PROMOTIONS

Jackson Gallup, Rochester, N. Y.

EARLY in the fall semester of 1916 an Age-Progress distribution survey was made in the schools of Rochester. This survey showed that conditions existed in School No. 19, compared with the city average as follows:

AGE				
	Number			
	Under	Normal	Over	
School No. 19..	61	377	220	
City	1220	11618	8861	
Per Cent.				
	Under	Normal	Over	
School No. 19..	9.3	57.3	33.4	
City	5.6	53.6	40.8	

PROGRESS				
	Number			
	Rapid	Normal	Slow	
School No. 19..	51	405	202	
City	1064	13466	7169	
Per Cent.				
	Rapid	Normal	Slow	
School No. 19..	7.8	61.5	30.7	
City	4.9	62.1	33	

Interpreting the statistics it appears in every item that School No. 19 ranks higher than the city average. This fact is somewhat gratifying, but nevertheless there is little consolation to those in administrative authority in the individual school when the record and standing of that school are interpreted directly from the table itself and not in comparison with the city scores. The percentage of the children "under age," compared with those "over age" and the percentage of those making "rapid progress," compared with those making "slow prog-

ress," present sufficient reasons for alarm.

The writer believes that the point of application for remedial measures is indicated on the progress side of the table, and that by heeding the warning given by those statistics, the rest of the table will take care of itself automatically to a degree commensurate with the improvement shown in progress.

The table would seem to indicate that too much attention had been shown to the over age and slow pupils and not enough to the brighter, younger, more rapid ones. The fact that only 7.8% of the children were making rapid progress while 30.7% were making slow progress would seem to be sufficient proof.

Guided by the belief that under normal conditions with a course of study adapted to the majority of the children of a certain grade and age, approximately the same percentage of children should be making rapid progress as there were making slow progress, means were sought to determine whether or not there were many pupils, not making as rapid progress as their abilities would warrant. The facts would seem to indicate that too many pupils were making slow progress, if it be assumed that mental abilities are normally distributed and that the school in question is a typical one.

With few exceptions, when their attention was definitely called to it, were there teachers found who did not feel that they were teaching children who were capable of doing more advanced work, but who were not making faster

than normal progress because the teacher felt that these brighter children were an inspiration to the rest of the class and because tradition had not urged more than normal promotion. Special promotion in these cases would seem desirable since it would remove from the slow children a child who had ability far superior to them and hence a force often causing depression to them. Special promotion would also tend to place the rapid child where he would have to exert himself to keep up, thereby removing from him the tendency toward idleness and carelessness that would be likely to develop in the grade where his inferiors mentally were the rule.

To justify the teachers' opinions regarding the ability of their children and to give every child an opportunity to show his ability without any possibility of influence through personality or otherwise, a standard measurement was sought. Of those available, the scale developed by Trabue seemed to offer greatest possibilities along the lines desired. (Sec. 1. Completion-Test Language Scales. Trabue. Published by Teachers' College, Columbia University. Sec. 2. Fifteenth Year. National Society for Study of Education, University of Chicago.) The claims of their composer were based upon the results of tests given to several thousand children. These tests seemed to indicate a very considerable degree of accuracy in determining general ability of children in the performance of tasks of the nature of those imposed by the schools.

Scale B was selected as being best adapted to the purpose in testing children from Grade 5-B through 8-A.

In order that there might be a basis of comparison, each teacher was asked to select from her pupils, those whom she judged of superior ability and to arrange them numerically, beginning with the best. Then the scale was given to all the pupils of each grade by the principal and the scoring made.

The results showed that in almost every case, the teacher's judgment concerning the ability of her children and that measured by the scale corresponded. One case of variance was quite interesting and extremely complimentary to

the claimed value of the scale. A teacher of a sixth grade selected ten pupils in her grade. The scale revealed that number ten on her list, according to ability, ranked at the top in the test score. This fact was referred to her and she carefully reconsidered the whole list. The result was as her answer indicated: After the rest are through and have given up on a hard problem, I can ask this child and she can meet the situation." This was the only case in which the teacher's judgment varied widely from the ability as indicated by the standing revealed by the scale. Was not the use of the scale in this one case a decided fairness to the child?

Based upon the combined judgment of the teachers and the findings through the use of the scale, 6% of the children in grades 5-B and 8-A were especially promoted in the middle of the semester.

A check-up of the children thus especially promoted was made in the following June. This showed that in no instance had one of these children failed to make satisfactory progress in the advanced grade. On the other hand several of these children showed themselves worthy of another special promotion at that time.

The following are the median scores of the A and B sections of the grades in School No. 19, as compared with the standard median scores for the corresponding grades, as determined by Trabue:

	8-A	8-B	7-A	7-B
School No. 19..	14.9	15.6	15.6	13.3
Stand'd Median		13.3		12.3
	6-A	6-B	5-A	5-B
School No. 19..	13	13	13	11.83
Stand'd Median		11		9.6

Our experience with the Trabue scales would lead us to believe that they thoroughly justify themselves as an aid in classifying children according to general school ability; that they reinforce or rectify the opinion of a teacher concerning the quality of scholarship possessed by her pupils; and that they may serve very well toward the selection of students of special abilities for whom more rapid advancement seems highly desirable.

CONSERVATION OF NATURAL RESOURCES CONCEPTS IN GEOGRAPHY TEACHING

O. D. von Engeln, Ph. D., Cornell University

IT is my conviction that much which is taught under the caption of geography is not geography at all. Perhaps you are surprised and wonder what I wish to lop off. Briefly, the unessentials. Often these are the entertaining side issues that lead to nothing yet consume much time of the class. Again the unessentials may be quite important matters, things that ought to be taught but which properly have no place in geography. Why do I take this position? Because the subject of geography itself is so large that the inculcation of its own most important data and principles will require all the school time allotted to the study.

This general point of view can be made more clearly comprehensible, perhaps, if several specific examples are cited. At the present time there exists a disposition, especially on the part of such geography teachers as wish to be thought progressive (a disposition, moreover, that is fostered by editorial and other writings in the geographic sections of educational journals) to collect a vast amount of random pictorial and specimen material, all of which is thought to be illustrative of geography. Much of this effort it seems to me is wasted and attempts to bring miscellaneous collections to the attention of the class which are detrimental to the general study, in that their effect is a distraction from rather than concentration on the business in hand. At best, the illustrations and specimens will only be fragmentary and a large part of their interest only remotely geographical. For instance, I have myself secured a large number of the sets of samples covered by various industrial and commercial firms and find that while the attempts they have made to get these things together are entirely laudable—the samples of a series are usually so intricately related that an intelligent discussion of them usually means a detailed explanation of manufacturing processes—which is out of place, and for which there is no time in geography.

Mind—I do not wish to condemn the

use of illustrative material. Nothing could be further from my purpose. But I do wish to urge against the idea that a vast miscellany of pictures and objects will brighten the geography lesson and make it more vivid. Geography topics can be made more clear, the text can be supplemented by illustrations and specimens, but these must be definitely chosen to fix attention and enlarge upon certain features—and such illustrations can usually be only slowly and laboriously and perhaps expensively acquired, and no one teacher can hope to get together collections broad enough to cover the whole of geography. Choose a few topics that it seems worth while to present more comprehensively to your pupils, than does the text, and be on the qui vive for material of use in this way, but do not pounce on every railroad folder in sight merely because it contains pictures.

Now I am started on this matter of illustrative material, I am tempted to keep on even at the risk of getting too far away from the proper subject of the paper. I will, however, content myself with two suggestions: One is that, in general, such supplementary illustrative material should be big—that is of such size that it can be seen and appreciated by the class as a unit—accordingly wall pictures, wall maps, lantern slides, large specimens and so forth. Second, that either a printed legend call attention to the geographic bearing of the material, or that it be used as a basis for a quiz on some topic that has been previously taught.

If I have seemed to wander rather far afield from anything pertaining to conservation of resources, I may be able to make clear the connection now. Conservation concepts have been taught much in the same way that illustrative material has been gathered; unsystematically; with inclusion of much ungeographical matter, and without a definite understanding of their place in the subject.

Conservation of natural resources means fundamentally two things, (1)

their use without abuse, (2) their extension by human knowledge and effort. As geographers and geography teachers, our business in this matter seems to be to make clear the geographic conditions that are at the base of nearly all conservation promotion, and on these grounds to urge the logic of community development of many of them, by contrasting such procedure with the damage that has come and will continue as the results of individualistic exploitation. Accordingly, we need burden ourselves very little with the engineering methods, the specific areas, the exact costs and the special problems of particular projects of various kinds, unless we are engaged in an intensive study of a limited area; which is hardly ever the case in the schools below the college grade.

On the sociologic and political side the notion of conservation is grounded on the principle that it is our duty to take into account future generations and to anticipate large populations. The critical factor in making such provision is to ensure the preservation and extension of food supply; for of man's three primary needs, food, clothing and shelter, food is the most vital. Second only to the food need, is the question of fuel supply and power sources, for on these things all our modern industry depends, that is, provision of clothing and shelter. Hence geography study from the conservation standpoint only harks back to that most familiar definition of general geography—man's relation to the earth as an opulent or miserly supplier of his needs.

The ultimate source of all food is the soil, and the productiveness and the nature of the product of a given kind of soil is largely determined by the kind of climate in which it occurs. The soil we have quite directly under our control, the climate we can only amend by indirect means. This, then, may well be a first geographic point to emphasize in conservation geography teaching—that we are responsible for the soil, that it will continue to yield in accordance with our treatment of it; while the winds and the rains are largely without our stewardship.

The second geographic fact about the soil, one that from the conservation

standpoint demands much more emphasis than the first, is that the soil is not an inexhaustible commodity, that it can be physically wasted, permitted to fritter away and that once lost it is irreplaceable, at least for generations; possibly for time almost unmeasurable. One inch of soil in from one hundred to five hundred years, is about the rate at which it forms by rock disintegration. Accordingly there is great need for careful hoarding of the soil cover, for the product of an hundred years of rock crumbling may readily escape within a year. This is a fact that may be difficult to establish, to make practically vivid to students. It should not be taught as a theoretical principle, but as a calamitous reality. The best way to do this is by regional examples of actual past and present losses; as indicative of what may continue in the future if preventive measures are not adopted. Thus it may be pointed out that the once rich territories of Greece and Rome, in Europe, owe their present comparatively low status, at least in part, to the long continued wash of their soils from the slopes to the lowlands, converting the steeper lands to barren hillsides and the valleys and plains to malarial marshes where once were fertile fields. In the United States the damage to soils done by floods during the past year in the South Atlantic states has been the subject of much newspaper and periodical comment. Of earlier occurrence, and still progressing, is the more insidious wasting of soils, for years, of the Inland Coastal Plain, the strip of valuable agricultural land that forms part of the western area of Tennessee and Mississippi and southern Alabama. In this section whole townships have in places been converted to sandy wastes, all of the fertile soil, a yellow loam originally three to seven feet thick, having been washed away. (See Hilgard, E. W., "Soils," 1906, pp. 218-219.)

Incidentally this is an instance where good work in the collection of illustrations can be done. If instead of accumulating a miscellaneous collection of all scenes that chance to be available, a teacher's efforts were concentrated on securing a really "eye-opener" set of pictures, showing the widespread damage

due to soil erosion, those efforts would ensure that at least one practical geography point would be well taught in his or her classes. Of course it is not meant that this is the only topic about which it would be worth while to make a consistent effort to secure illustrations; but only that it serves to indicate the type of thing that is worthy of being made vivid by supplementary material.

Having proved the fact and its importance for human economy, the question of the remedy will immediately be raised by pupils. This lies also within the field of geography and may accordingly be emphasized. The remedy is three-fold: (1) keeping or putting back the steeper slopes and divide regions under forest cover, (2) plowing slopes parallel with their contours instead of up and down across them and (3) on long gentle slopes heaping up a wide, low ridge of soil at appropriate intervals of the descent and continuous for long distances at right-angles to it. Each of these proposals has for its purpose the prevention of the rapid run off of the rain and snowfall, and is based on the principle that running water has erosive power, and that the rapidity of erosion increases with increased velocity of flow in geometric ratio. As nearly all of modern physical geography is founded on Hutton and Playfair's first convincing statement of the ability and effectiveness of flowing water as an erosive and transporting agent, it is quite proper that our conservation-geography teaching include the remedy for, as well as the fact of, soil erosion.

I emphasize this point for two reasons. One is that it is quite apparent from the above discussion that quite a wide range of other geography study can be correlated with the investigation of one conservation-geography topic. The second is that not all conservation questions are geographic in all their phases as is the case with soil erosion.

Another side of the soil conservation problem is the preservation or increase of soil fertility. Discussions of this matter are usually hinged about the question whether depletion of soil fertility is due to removal of essential ingredients of its composition, the so-called mineral and

organic plant foods, or whether it is due to improper working of the soil and production of toxic substances by crop growth. With this question geography has little to do. On the other hand it is recognized that certain substances exert a favorable influence on crop growth if added to the soil, accordingly are called fertilizers. Since these substances are in part of natural origin it is entirely pertinent to geography to inquire as to their source-region, and the quantity available. This immediately focuses attention on the phosphate and nitrate and potash deposits of the world and their significance. But once the fact of their limited extent is appreciated and it becomes clear that they should not be wastefully exploited, the geographic interest ceases. Whether the proper restrictions are to be secured by governmental control, by prohibition of exportation or otherwise is outside our subject. In any event there is so much to do on the geographic side that there will be no time for the political economy phase. Consider all the interesting relations that the presence of the guano and nitrate beds have to the industry and commerce of the western South American countries; the potash deposits to German industry and the place of the phosphate beds in the mineral wealth of Tennessee and Florida for example.

There can be no question but that the virgin fertility of many soils is owing to the incorporation, with their mineral matter, of the organic products of long continued plant growth and decay in place. In studying crop regions then, it may be made an almost startling fact to students that the plant growth is each year almost completely removed from the fields. If allowed to revert to the soil it would unquestionably improve its fertility. Accordingly the question: What becomes of the crops man removes from the fields? can be studied from a new aspect. It becomes, then, not a matter of food, clothing and shelter of the present, that is the immediate product of so many bushels of grain, etc., but the ultimate nourishment of the world's population. Matter is indestructible, eating the crops results in the further elaboration or breaking down of the compounds eaten; this leads to the

problem of the liberation of energy by the breaking up of the compounds made by the plants, permitting the further elaboration into meat of part of their substance, and the rejection of other parts as wastes. Discussion of these processes has no place in geography, except in so far as it may be necessary to make clear that there are wastes, both before and after eating or feeding the crops. Then the pertinent thing is what becomes of the wastes—since these would be useful on the land. And here opens up the vista of the consequences of our food selling to Europe, and getting pieces of iron and cloth in return, of our sending food to cities and the dumping of the wastes as garbage and manure in evil heaps, or in streams or lakes, polluting waters, doing harm instead of doing good.

Extension of natural resources is equally important with the prevention of their waste or unwise exploitation in the promotion and teaching of conservation ideals. With reference to the fundamental problem of food supply the most significant geographic bearing of extension of natural resources is to be found in connection with the problems of expanding available areas of agricultural land by reclamation of swamp and arid areas; the first by drainage operations, the second by irrigation and dry farming methods.

The geographic facts to be taught in connection with the reclamation of the swamp lands are comparatively simple. One significant fact not often emphasized is that the United States contains exceedingly large natural areas of this kind, situated in regions excellently adapted to agriculture by climate. It will, accordingly, be worth while to explain at some length how these areas originated and their inherent fertility (giving another opportunity for excellent regional geography teaching) and also to make impressive the national importance of their reclamation, by dwelling on a series of comparative statistics (such as are given in Salisbury, Barrows and Towers "Elements of Geography") showing how the area of the swamp lands looms large in connection with well known farming regions; how many bush-

els of grain, etc., they could produce, and how many people they would support, if reclaimed. The methods of ditching and draining, the engineering difficulties, the costs (except in so far as these may make clear that the value of the reclaimed land will far exceed the expenditure) and the complications arising from private ownership and political considerations, are all topics that may be ignored entirely in geography, or given a minimum of attention. I harp on this because as a rule these things are made much of, primarily because they can be treated descriptively, call only for simple relation, can be illustrated often by pictures; consequently are easy time fillers and also are temptations, because man at work and his accomplishments appeal to the imagination by arousing an exultant feeling of achievement; while the causal explanations require considerably more mental exertion, both in their exposition and assimilation. But the causal explanations are more commonly the purer, undiluted geography.

By way of contrast with the treatment of the reclamation of the swamp lands, where the emphasis is to be put on the wide areas that can be made available; discussion of the reclamation of the arid lands may well center upon the small proportion of such lands that can be immediately, or even ultimately, reclaimed and the isolated position of the reclaimable parts with reference to other agricultural lands and to centers of population. Immediately the questions are raised why can so small percentages only of the total area be irrigated, if these are so isolated why is it worth while to attempt their reclamation at all; and what are the problems of occupancy of such areas once they are reclaimed?—and the answers to all these questions are almost purely geographic in nature.

At the outset the general subject will give an opportunity to impress the fact that while many regions are deficient in precipitation, there is no such thing as an absolute desert, in the sense of never receiving any rainfall. Then the character of desert rainfall can be brought in, an annual precipitation of perhaps only five inches per year on the average, and that possibly the result of a "cloud-

burst" storm, bringing fifteen inches of rain at one time, followed by an almost total drouth for three years at that spot. It becomes clear from these considerations that while desert areas do have rainfall, the total amount is insufficient for agriculture over the whole area, and second, that if the rainfall is to be used to make humid only a part of the desert land, there must be facilities for collecting over a wide area the amount that shall irrigate a small one, and to store the moisture that comes at irregular, and often long separated intervals, so that it can be evenly fed out over long time periods. In other words, an irrigation project must needs have available a wide collecting drainage area and a storage basin, natural or artificial. Then the storage basin must be so located that the water can flow from it across the lands to be irrigated. If these factors are all made clear, students will appreciate fully how sharply geographic conditions, primarily of climate and topography, limit the irrigation-reclamation possibilities, and there will be little need for dwelling on the height of the Roosevelt dam, or the size of the lake created in the Rio Grande, or how far the cement had to be hauled for the construction work. The huge expenditures of money and labor necessary, can be sensed from an explanation of the geographic conditions alone. If such large expenditures are necessary to reclaim so small areas why is the matter worth while at all? Again a series of geographic answers.

First the climate. Sunshine makes plants grow, and in arid regions the sun shines with practically unclouded intensity every hour that it is above the horizon. Consequently (if the latitude is not so high that low temperatures, or shortness of season, prohibit crop growth), arid regions are particularly favored places with reference to sun-energy, plant-power supply. Putting it the other way round, most arid regions are in comparatively low latitudes for in the more northern (or southern) areas, the diminished evaporation, due to lower air temperatures, often compensates for a scanty precipitation, and permits of crop production under rainfall conditions that would give rise to a desert in a warmer

latitude. Since the sun provides not only light, but also heat, it follows that where it shines continually through the day, the day temperatures at least will be higher than those of a humid, cloudy region of the same northing. Consequently, certain crops (citrus fruits, etc.) can be raised in certain arid regions, on account of this factor, that can not be brought to maturity in humid regions of the same latitude. This gives such regions a comparative monopoly of production with resultant high enough prices to pay for the irrigation cost.

Second, the water supply. In humid regions, the agriculturalist is dependent on the weather chances for the moisture essential to the growth of his crops. The season may be drouthy or too wet, the rains may be of optimum volume, but poorly distributed. In other words, in planting a certain crop the farmer is generally gambling on the weather. Peanuts, it is said, get along finely under great weather handicaps; for instance, when a drought is on, they wilt but revive as soon as rain comes, and continue their growth as if not interrupted. But they are an exception.

On the other hand, the irrigation farmer gets water when the crop needs it, and just as much as it needs. He can be sure of his crop each year.

Third, the soil. Arid soils are usually fertile on account of the mineral salts that are stored up in them; instead of being leached out as is the case with humid-land soils. The irrigation water, itself, often furnishes a quantity of fine, fertile silt, that much improves the land over which it is spread. With, therefore, both great stores of essential mineral substance, and a renewal of fertility each year, the irrigated, arid-land soil is capable of producing large yields for a number of years, and show no signs of exhaustion. These relations of climate moisture and soil in the irrigated arid lands are probably quite well understood by many of you. Another geographic factor of importance, and a quite obvious one too, has, even if generally appreciated, only recently had attention focused on it. This is the "Effect of Remoteness and Isolation" on crop production in irrigated arid lands, a topic that

has been analyzed recently by C. S. Scofield. (Geogr. Rev. Jan., 1916, pp. 48-49.) It is immediately apparent that, in view of the small percentage of the total area of any arid region that can ever be irrigated, the irrigated portions of necessity must (a) be situated in regions of sparse population, and (b) remote from more populous districts. Accordingly, to be profitable, the crops of the irrigated lands must either be only of such quality as will satisfy the needs of the sparse population immediately adjacent to them, or of such value as to offset the cost of transportation to broader markets. Thus the first few farms in a newly opened irrigation district can grow almost any crop, for which there is a local demand, and make a good profit, with only a moderate yield; for the price at which this produce can be sold will be the average market price of the commodity, in the wider areas of humid climate production, plus the cost of transportation from such lands to the arid region in which the irrigation district is located. But as soon as local production outdistances local need, the price at which the surplus must be sold will be the general market price minus the transportation cost—accordingly the irrigation district is at a great disadvantage in general crop production.

It is evident then, that the factor of remoteness and isolation very sharply limits the crop possibilities of the irrigated lands, unless there are factors that overcome this handicap. That there are is indicated by the demand for such land and the high prices paid per acre for it. The disadvantage of remoteness and isolation is offset (1) by prolific yields, examples, alfalfa, apples, potatoes, grain, (2) by specializing in monopolistic crops, citrus fruits, dates, dried fruits, early vegetables and (3) by devoting the land to small-bulk, high-value products, long staple Egyptian cotton, asparagus for canning. Akin to reason three, is the increasingly common practice of feeding the alfalfa and grain of the irrigated lands to cattle, and shipping the higher-value, lower-weight, meat-animal to the outside market. Probably a dairy industry supplying butter, cheese, evaporated milk, and milk chocolate products will in

the near future be an important development of the same nature in the irrigated districts.

The conservation of forests, of fish, of game, of water power and of mineral resources can all be taught geographically, with equal facility to those treated in the foregoing discussion. But I am sure you have caught my point, and if you accept it as good, can go and do likewise with these other conservation topics, without the matter needing to be detailed here any further. Avoid the by-paths of methods, meaningless statistics and individual projects, and conservation teaching will reduce itself in very large part to geography teaching; and thus will serve the double purpose of spreading the conservation propaganda and of inculcating a wide range of very practical geographic principles and facts.

The world takes off its hat to the man who can be trusted to do the things assigned to him. The business office is hungry for the clerk who will finish the job even if it takes twenty minutes over time. The farmer will pay an extra wage to the man who doesn't beat the team because he is alone with them. The judge will lend a kindly ear to the lawyer who never indulges in sharp practice. The congregation will stick everlastingly to the minister who practices what he preaches—there is no station in life in which absolute dependability will not bring larger returns than any other single quality. The highest compliment that can be paid to a man or woman is "There is one you can depend upon." Real dependability brings a high price in the world's markets.

Be systematic. Lay your day's work out with the idea of doing it efficiently, and economically, and intelligently. Keep looking ahead. Let your imagination picture you five years hence as superintendent of the department, or of the store, or a partner in the business, for most certainly you must be the first person to see yourself in a position of importance.

As nothing reveals character like the company we like and keep, so nothing foretells futurity like the thoughts over which we brood.—*Newell Dwight Hillis.*

EDITORIAL

George P. Bristol

THE YEAR THAT IS PASSING

NO one can doubt that it has been a hard one for all teachers. There has been far more than the usual distraction of attention. Never, at least for many years, have there been so many interests, praiseworthy in themselves, to divert the minds of our students from what we must consider the first business of school—study. Scarcely a month has not had its “drive” for some object, and each drive has met with a ready response from teachers and pupils alike to its demands for time and effort. Our children have done wonders, and even when regretting the interference with school duties I think we have all been proud of the results they have obtained.

All this work has a certain educational value. With the obvious loss has come a compensating gain of no little importance, which must be considered in striking the balance. For one thing boys and girls have learned to stick to a piece of work until they have finished it, to concentrate all their power of thought and action on the carrying out of a single project, and on the sole purpose of “putting it over.” This ability of concentration is certainly one of the objects of education, and we must welcome the acquisition of it by our students even if it has come through other means than the daily discipline of school. The boy or girl who has qualified as a “junior four-minute man,” or who has been captain of a school company to perform some kind of war service, has learned new ideas of social duties, and has developed qualities of character which might otherwise have lain dormant.

But some, perhaps a good many, of these same pupils are now facing the fact that they lack the knowledge necessary to further progress in their studies without the loss of considerable time. The boy who wishes to become an engineer, for example, cannot go forward in a college or technical school, if he has not finished his algebra. A girl's normal advancement in her studies may be hindered by her failure to complete some essential subject of the year. There were many of these cases last June. There will un-

doubtedly be more this year. Teachers know that there is no magic cure for this condition, that one cannot by saying “yes, your object was a good one, and I'll excuse your absence” give the pupil the lacking knowledge. They know too that it is sometimes next to impossible to persuade pupils, or even their parents, that what seem very small unimportant omissions in studies, are often severe obstacles to success.

But the heaviest burden falls on the teachers. They must take up the work with these pupils in the autumn under the double disadvantage of facing the distractions of next year with pupils already handicapped by the losses of last year. This means harder work by every teacher. Further they are liable to be misunderstood, and their motives for insisting on strict attention to school duties are misconstrued. They are called narrow-minded, or are even charged with lack of patriotism.

It seems clear that teachers will next year, as this, need all their energy to keep the regular work moving as it should. But they too wish to help in these various forms of war service, and find in this an additional demand on their time and strength. All this should be considered in making plans for the summer vacation. I would not discourage anyone from such public service as may be done with safety to health. But every teacher owes it to the school, and not less to himself, to start the year with a fund of surplus strength. Whatever is done in the summer should not interfere with building up this surplus. Our best service to our country is the building up of men and women with trained minds and rightly directed purposes. For this work we must have the power which a conscious reserve strength of mind and of body alone can give.

PREPARATION FOR NEXT YEAR

I am not thinking of preparation in its usual, and narrower, sense as used of better knowledge of one's subject or better methods of presentation, valuable and necessary as they are. I have in mind rather preparation for the larger aspects

of intelligent citizenship, a preparation which every teacher is bound to make. "We must all teach patriotism." To this we all assent heartily. But to know always just what this means is not easy. Many questions are likely to come up any day which are puzzling in character, and which call for some specific information if they are to be answered rightly. The answer of a teacher to a question of this kind may determine the attitude of an associate or a pupil toward the government, may be a factor in settling the loyalty of heart of some thoughtful boy or girl.

Take one illustration. There is a very insidious form of anti-war argumentation which consists in slurring the motives, the achievements and the hopes of the English. Such comments were made quite openly before the United States entered the war. Since then they appear in print less frequently and are more guarded in form. But they are still passed from mouth to mouth when listeners may be found, and they are specially injurious to young people with their keen sense of fair play. They are quite likely to be harmful to students who have had a course in United States history with the American Revolution as a central theme. The recent history of England furnishes facts enough to destroy the effect of any of these slanderous attacks. In fact, careful reading of the history of Europe during this century has become almost a necessity for the successful defense of our country's position.

Probably no subject of our school curricula will change more in the immediate future than history. We are learning the real truth about several European countries, and our new text-books will distribute criticism and praise quite differently. But at present we have to recognize the influences of our past habits of thought and teaching. To correct these we must understand the great underlying principle of this war, the principle on which the world has taken sides, and which must be settled one way or the other. We must give our pupils intelligent understanding of why we are fighting and for what.

The accounts in the papers and magazines are hardly sufficient to keep the

main underlying movements, not directly connected with the battlefields, before us. The field they cover is too large, and the center of interest shifts too often. The same difficulty is found in most of the many books which are coming almost daily from the press, and in addition books are just now very expensive. Right here the government comes to our aid with the War Publications, issued by the Committee on Public Information. More than thirty pamphlets have been published to date, and any but three of them may be had free by sending a request to the committee, at No. 10 Jackson place, Washington, D. C. A post card addressed to them will bring a list of the pamphlets on an official card which may be returned free of postage. All one has to do is to check on this card the titles wished. Some of them, the addresses of President Wilson, for example, would make admirable texts for class use.

A REQUEST REPEATED

The editors of your Journal, members of the State Association, seek to make it as faithful a means as possible of preserving the best and most worth keeping of the papers read at the annual meeting. This, you may recall, was the prime object in establishing the Journal more than four years ago. In carrying out this purpose the editors do their best with the material which they can get. They are prevented from doing all they might do, and would like to do, by the failure of section chairmen to hand in all the papers of the section meetings. We frequently have complaints that a certain article has not been printed, when the fault does not lie with the editorial board, who would be only too glad to print the paper if they could get hold of it.

I request two things. First that each chairman of a section for the next meeting arrange at the starting of his arrangements to secure a copy of each paper for our use, and that he transmit it promptly to Superintendent Searing.

In general we have received much friendly comment on the value of the contents of the Journal from outside the state, but very little comment of any kind from members of the Association. We seek co-operation and suggestion. We invite articles, letters or contributions of any kind.

STATE DEPARTMENT OF EDUCATION**Hiram C. Case, Chief of Administration****LETTER FROM COMMISSIONER
FINEGAN***To District Superintendents, Boards of
Education and Trustees:*

Chapter 442 of the Laws of 1918 amends in important particulars the physical training law. Under the provisions of that law as originally enacted by the Legislature of 1916 all school districts in the state, all private schools, and all public schools in the cities of the state were required to give physical instruction to all children between the ages of eight and sixteen years in attendance upon such schools, under the direction or supervision of a trained teacher of physical education.

Under the amendment to the law it is still necessary for every school district to give instruction in physical training to all the children in attendance upon such school. This instruction must be that which is prescribed under the regulations of the Board of Regents and which is contained in the syllabus on physical training issued from this Department.

Instead of being compelled to employ a special teacher of physical training or a special director or supervisor in that subject, the authorities of each school employing less than ten teachers may in their discretion permit one of the regular teachers in the school to give such instruction.

There are many schools which will still desire to have a supervisor of physical education, and the authorities of such schools have the power to employ a special teacher or director of physical education. The districts which do employ such teacher for either whole or part time will be entitled to receive from the state a special apportionment for the employment of such teacher. The state will continue to pay to each of the districts employing such special teacher or supervisor an amount equal to one-half of the salary of such teacher. In no case, however, will the state pay more than \$600. The trustees and boards of education of two or more districts may as in former years unite in the employment of a director or supervisor, each district pay-

ing its proportionate share of the expense as provided under the law.

In many parts of the state teachers were employed during the previous year by the trustees of all the districts in a town signing a contract with such teacher and apportioning the expense among the several districts. In other cases, teachers were employed by two or more boards in a town or adjoining towns employing a teacher who divided her time between such districts. This plan may be continued under the present law and, as above stated, the districts entitled to receive their apportionment of the state funds.

Much direct benefit has already come to the schools of the state through the instruction given in physical education. It is urgently recommended to school authorities that districts continue to employ special directors or supervisors of this important work.

No allotment of state funds will be made to those districts in which the work in physical education is done by the regular teachers employed in such schools.

Very truly yours,

THOMAS E. FINEGAN,
Deputy Com. of Education.

A class in first aid instruction, supplemented by practical health talks, has been organized in the Department. About one hundred attaches of the Department—thus far all young women—are taking the course. The class meets every Monday afternoon between five and six o'clock. The lectures, which are free, are given by members of the staff, assisted by a few invited instructors on special subjects. Much interest is being taken in this health educational movement in the Department.

The last Legislature made liberal provision for the State Education Department to still further extend its programme of health education among the schools of the state. Several new and much needed special health experts will be available in the Department after July 1st.

Dr. Florence A. Sherman, of Bridgeport, Conn., has been appointed Assistant Medical Inspector of Schools in the State Education Department, the appointment to become effective July 1st. Dr. Sherman brings to the Department years of special training and experience in health educational work among school children. She should prove a valuable assistant to the health programme of the Department.

Last year the Rochester Historical Society, at the instance of the State Historian, offered prizes to pupils and classes in the normal schools of Fredonia, Geneseo, Brockport and Buffalo for the best notebook in local history kept by a pupil, and for the class which collectively presented the best series of notebooks. These prizes are to be awarded this coming June and the returns are just beginning to come in. It is hoped that this will encourage all teachers to take an interest in the history of the locality in which they are teaching. Having once learned the methods used in going to work to investigate the history of one locality they are better prepared to undertake a similar study for the place in which they happen to get a position. Eventually it is hoped to offer similar encouragement to normal schools other than those outside of the Genesee country.

The war has served to bring out the fact that in many of the textbooks used in our schools there are statements which border on an unpatriotic attitude on the part of the author or compiler. The influence of such texts on the minds of young people can scarcely be anything else than harmful. Already in New York City the Board of Education has undertaken to list and exclude from the schools a very large number of such textbooks. Senator Slater of Westchester introduced a bill in the Legislature at the last session providing for a commission to pass upon books of the sort mentioned. This has now been signed by the Governor and a commission, consisting of the Commissioner of Education, Dr. Finley, the Honorable Frank Severeance, of Buffalo, and Dr. Sullivan,

the State Historian, has been appointed to pass upon complaints. This commission does not initiate an investigation with reference to texts containing unpatriotic and even treasonable matter, but undertakes to examine textbooks which are called to its attention. Certain kinds of textbooks have been put into circulation in this country, the objects of which have been to carry on a propaganda in favor of the institutions and ideals of the enemies of the United States. By giving excessive and undeserved praise to such foreign lands they very subtly tend to throw discredit on the institutions, government, and ideals of our own land. It is for the purpose of getting rid of this very insidious form of propaganda that the Commission above referred to has been established.

Be persistent. Fix a worth-while goal and reach it. Don't hesitate. Don't shift from this thing to that. Don't let the prospect of a dollar a week somewhere else coax you away from a place where you have a chance to make a big success ultimately.

Keep faith with yourself. Be honest with everybody and above all, be honest with yourself. Hold yourself religiously to the doing of those things that make you stronger mentally, physically, and morally.

It is a grand mistake to think that the majority are always in the right. They were not so in the time of the Flood; and they've been wrong several times since.

A fool in a high station is like a man on the top of a high mountain—everything appears small to him, and he appears small to everybody.

A living faith is the best divinity; a holy life is the best philosophy; a tender conscience the best law; honesty the best policy; and temperance the best physic.

It was not the magnitude of the Grecian army, nor the martial skill of Achilles, their leader, that conquered the city of Troy, but ten years' perseverance.

BOOK NOTICES**Practical English for High Schools.**

By William D. Lewis and James Fleming Hosic.
American Book Company. Pp. 416. Price, \$1.

Among the valuable features of Mr. Lewis' well-known textbook is the emphasis upon the development of the habits of thought involved in classification and analysis, a process which must accompany any effective training in the making and use of outlines and notes. An unusually full treatment of business English, with many facsimiles of business letters and advertisements, is also notable. Material for assignments is abundant. The grammatical part of the work, instead of being scattered through the book, is grouped together in one section, a method most convenient for a systematic review of grammar such as is necessary in some part of the high school course. Much attention is also given to word study and the increase of vocabulary.

JOHN R. SLATER,
University of Rochester.

Everyday English Composition. By Emma Miller Bolenius. American Book Company. Pp. 340. Price, 80 cents.

A strong emphasis on the constructive spirit in English teaching is the leading feature of the *Everyday English Composition*, which is adapted to upper grammar grades and lower high school classes. It is an ideal textbook for the junior high school. Instead of presenting composition as largely a dry routine of uninteresting work done chiefly in order to avoid errors, the author treats English as the real and vital vehicle of all thinking and speaking of every kind that the pupils have occasion to use. Among the devices employed to stimulate interest are many ingenious illustrations, facsimiles of printed and typewritten letters, circulars, advertisements, and the like, and numerous suggestions for dramatization, dialogues, competitive exercises, and frequent comparison of different kinds of writing in parallel columns. The indispensable treatment of common errors in spelling, punctuation, and syntax is enlivened by many little teaching points which the teacher accustomed only to the older type of textbook will welcome as daily helps in the classroom. Correlation of English with other school subjects is assumed throughout. The order of treat-

ment is the natural order of actual instruction during the year, instead of the theoretical order of a formal grammatical and rhetorical treatise. In all these respects "*Everyday English Composition*" marks an advance on most previous books in high school English.

JOHN R. SLATER,
University of Rochester.

Verse Writing. A Practical Handbook for College Classes and Private Guidance. With Exercises. By William Herbert Carruth. The Macmillan Company, New York. Pp. 123. Price, 80 cents.

Most manuals of versification are intended for the guidance of students of poetry, and are of little direct use to persons desiring assistance in verse composition. Mr. Carruth's book, which is the outcome of successful experience in conducting classes in verse-writing, will be recognized by progressive teachers as the first practical work in this field. There is a widespread but mistaken idea among teachers of English that inasmuch as real poetry of permanent worth is seldom or never the outcome of deliberate and artificial experiment upon themes and metres, therefore school or college instruction in this subject is time wasted. Yet, just as instruction in drawing and design trains the taste and the skill of many persons who will never be artists, and training in harmony improves the musical culture of students who will never compose real music, so verse-writing may be made of great value in the more advanced stages of English teaching. For enriching the vocabulary, training the ear to recognize rhythms and sound-values, and quickening the imagination, elective classes in versification are easily justified by results. Mr. Carruth gives a series of thirty graded exercises in writing verses on suggested themes according to prescribed metres and stanzas; each formal exercise to be followed by compositions on subjects of the pupil's own choosing. With patient and judicious criticism from the teacher such a method should curb many careless habits of young would-be poets, and impart a sense of form which will show results in the writing of prose as well; besides increasing the appreciation and enjoyment of poetry in all literary study.

JOHN R. SLATER,
University of Rochester.

Essentials in Modern European History. By Daniel C. Knowlton and Samuel B. Howe. Cloth. Maps and Illustrations. X-487 pp. Price, \$1.50. Longmans, Green & Co., New York and Chicago.

A very excellent textbook, reinforced with good maps and useful bibliographies and suggestions for collateral reading. Deals chiefly with the period 1789-1914, though with introductory chapters on the eighteenth century. Treats suggestively but not very fully of the social and intellectual currents of the nineteenth and twentieth centuries. Meagre on the Great War. Done in very considerable, and sometimes too highly concentrated detail for a high-school text. Would be extremely useful, however, for high-school students with some previous historical training.

D. PERKINS,
University of Rochester.

BOOKS RECEIVED

ASHLEY, ROSCOE LEWIS. "Modern European Civilization." A Text Book for secondary schools. Price, \$1.20. Cloth, illustrations, and maps, viii-326 pp. The Macmillan Company, New York.

LEAKE, ALBERT H. "The Vocational Education of Girls and Women." Cloth, illustrated, xix-430 pp. Price, \$1.60. The Macmillan Company, New York.

TAYLOR, DAVID C. "The Melodic Method in School Music." A manual for teachers and supervisors. Cloth, xi-171 pp. Price, \$1.00. The Macmillan Company, New York.

HERVEY, WALTER L., and HIX, MELVIN. "The Horace Mann Readers." Eighth Reader. Cloth, viii-488 pp. Price, 80c. Longmans, Green & Co., New York.

BENNETT, HENRY EASTMAN. "School Efficiency." A manual of modern school management. Cloth, illustrated, x-374 pp. Price, \$1.25. Ginn & Co., Boston, New York, Chicago.

MIRICK, GEORGE A. "Home Life Around the World." A geographical reader for the Fourth Grade." Cloth, illustrated, x-163 pp. Price, 64c net. Houghton Mifflin Co., Boston, New York, Chicago.

HOTCHKISS, GEORGE BURTON, and DREW, CELIA ANNE. "Business English, Its Principles and Practice." Cloth, viii-376 pp. Price, \$1.08. American Book Company, New York, Cincinnati, Chicago.

CHEYNEY, EDWARD P. "A Short History of England." Revised edition. Cloth, illustrations and maps, 767 pp. Price, \$1.50. Ginn & Co., Boston, New York, Chicago.

HOUGH, THEODORE, and SEDGWICK, WILLIAM T. "The Human Mechanism." Its physiology and the sanitation of its surroundings. Revised edition. Cloth, illustrated, xi-572 pp. Price, \$2.00. Ginn & Co., Boston, New York, Chicago.

MCPHERSON, WILLIAM, and HENDERSON, WILLIAM EDWARD. "An Elementary Study of Chemistry. Second revised edition. Cloth, illustrated, xii-576 pp. Price, \$1.60. Ginn & Co., Boston, New York, Chicago.

MINER, GEORGE W., and ELWELL, FAYETTE H. "Principles of Bookkeeping." First course. Cloth, illustrations, 219 pp. Price, \$1.12. Ginn & Co., Boston, New York, Chicago.

FARMER, A. N. and HUNTINGTON, JANET RANKIN. "Food Problems." Paper, xxi-90 pp. Price, 20c net. Ginn & Co., Boston, New York, Chicago.

MOORE, ERNEST CARROLL. "Fifty Years of American Education." Cloth, 96 pp. Price, 80c. Ginn & Co., Boston, New York, Chicago.

STRASBURGER, AMELIA, and CHANKIN, JOSEPH. "Systematic Drill in Arithmetic" Fundamentals. Book 2, cloth, illustrated, x-180 pp. Price, 45c. Book 3, cloth, illustrated, x-181 pp. Price, 45c. Longmans, Green & Co., New York, Chicago.

SMITH, GEORGE J. "Longman's English Lessons." Third year, cloth, iv-58 pp. Price, 30c. Fourth year, cloth, iv-106 pp. Price, 30c. Longmans, Green & Co., New York, Chicago.

LEONARD, ARTHUR ROY. "War Addresses of Woodrow Wilson." Cloth, xxxii-129 pp. Price, 32c. Ginn & Co., Boston, New York, Chicago.

WADE, JOSEPH H. and SYLVESTER, EMMA. "Graded Readers." Primer. Cloth, illustrated, 128 pp. Price, 36c. Ginn & Co., Boston, New York, Chicago.

WADE, JOSEPH H. and SYLVESTER, EMMA. "First Reader." Cloth, illustrated, 136 pp. Price, 40c. Ginn & Co., Boston, New York, Chicago.

GREENE, JOHN RICHARD and GREENE, ALICE STOPFORD. "A Short History of the English People. Cloth, lv-1039 pp. Price, \$2.00. American Book Co., New York, Cincinnati, Chicago.

ROESSLER, ERWIN W. "A First German Reader." With questions and vocabulary. Cloth, illustrated, 254 pp. Price, 68c. American Book Co., New York, Cincinnati, Chicago.

HURLBUT, STEPHEN A. and BRADLEY, BARCLAY W. "Handbook for First-Year Latin Vocabulary." Paper, 45 pp. Price, 24c. "A Notebook for First-Year Latin Vocabulary." Paper, 96 pp. Price, 24c. American Book Co., New York, Cincinnati, Chicago.

CANBY, HENRY SEIDEL and OPDYCKE, JOHN BAKER. "Good English." Cloth, illustrated, xvii-390 pp. Price, \$1.00. The Macmillan Co., New York.

BAKER, FRANKLIN T. and THORNDIKE, ASHLEY H. "Every-day Classics, Eighth Reader." The introduction to literature. Cloth, 415 pp. Price, 72c. The Macmillan Co., New York.

KITTREDGE, GEORGE LYMAN and FARLEY, FRANK E. "A Concise English Grammar," with exercises. Cloth, ix-235 pp. Price, 72c. Ginn & Co., Boston, New York.

COE, FANNY E. "The Third Book of Stories for the Story-Teller." Cloth, xiv-176 pp. Price, \$1.00 net. Houghton Mifflin Co., Boston, New York, Chicago.

MYERS, PHILIP VAN NESS. "Supplemental Chapter to Mediaeval and Modern History." Revised edition. Paper, 36 pp. Price, 12c. Ginn & Company, Boston, New York, Chicago.

DEAN, ARTHUR D. "Our Schools in War, and After." Cloth, illustrated, v-355 pp. Price, \$1.25. Ginn & Co., Boston, New York, Chicago.

LECTURE CHARTS AND SLIDES STENCILS AND BOOKLETS

FOR

Teaching Agriculture in Schools

Simple, Practical, Impressive

Successful Teaching of Agriculture Assured. Send 10 cents in postage for samples of booklets.

AGRICULTURAL EXTENSION DEPT.,
INTERNATIONAL HARVESTER CO. OF N. J.,
Harvester Bldg., Chicago

JENKINS, THORNTON. "Collar and Daniell's First Year Latin." Revised. Cloth, illustrated, xi-347 pp. Price, \$1.12. Ginn & Co., Boston, New York, Chicago.

HART, ALBERT BUSHNELL. "School History of the United States." Cloth, illustrated, 539 pp. Price, \$1.20. American Book Co., New York, Cincinnati, Chicago.

BACHMAN, FRANK P. "Great Inventors and Their Inventions." Cloth, illustrated, 272 pp. Price, 80c. American Book Co., New York, Cincinnati, Chicago.

LUCIA, ROSE. "Peter and Polly in Autumn." Cloth, illustrated, 176 pp. Price, 48c. American Book Co., New York, Cincinnati, Chicago.

BLANCHARD, ARTHUR A. and WADE, FRANK B. "Laboratory Manual to Accompany Foundations of Chemistry." Paper, loose leaf form, 199 pp. Price, 52c. American Book Co., New York, Cincinnati, Chicago.

BAKER, FRANKLIN T. and THORNDIKE, ASHLEY H. "Every Day Classics." "Seventh Reader" Grades American Life and Literature for Grammar and Junior High Schools. Cloth, 424 pp. Price, 72c. The Macmillan Company, New York.

JACKSON, HENRY E. "A Community Center." What it is and how to organize it. Cloth, 179 pp. Price, \$1.00. The Macmillan Company, New York.

ABBOTT, ARTHUR J. "Ear Training." An elementary course. Cloth, 60 pp. Price, 40c. American Book Co., New York, Cincinnati, Chicago.



TEACHERS' AGENCY DIRECTORY

The following is a reliable list of Teachers' Agencies to whom superintendents of schools and school board members may apply at any time for the filling of any position.

KELLOGG'S AGENCY, 31 UNION SQUARE, NEW YORK

HAS BEEN ESTABLISHED 25 YEARS.

This agency makes a constant search for high grade teachers and recommends with care. Only superior teachers are accepted. Teachers are supplied all the year round. If you need a good teacher or know where one is wanted, send particulars. THE ACTIVE, GENEROUS WORK OF THIS AGENCY HAS SATISFIED THOUSANDS OF TEACHERS.

Interstate Teachers' Agency

501-503 Livingston Building,
ROCHESTER, N. Y.

The manager of this agency has had twenty years' experience as teacher and superintendent of schools, and ten years' successful experience as manager of a rapidly growing agency. He personally selects and recommends candidates with care. The success of this agency is vouched for by many of our best superintendents, college presidents and normal school principals. Send for circular.

T. H. ARMSTRONG, Proprietor.

The Reed Teachers' Agency

641 University Bldg., SYRACUSE, N. Y.

Known for ten years as a *Discriminating Agency*. Recommending candidates on a basis of *fitness* as well as *ability*. Every recommendation from this agency is based on knowledge and judgment.

H. E. REED, Manager.

HARLAN P. FRENCH, President

WILLARD W. ANDREWS, Secretary

ALBANY TEACHERS' AGENCY, Incorporated

Supplies Schools of All Grades with Competent Teachers.

Assists Teachers in Obtaining Positions

We receive calls for wide-awake and progressive teachers from every State in the Union, and we want more such teachers upon our lists.

NOW IS THE TIME TO REGISTER

SEND FOR BULLETIN

81 Chapel Street, Albany, N. Y.

Albert TEACHERS' AGENCY

25 E. Jackson Blvd., Chicago.

"Teaching as a Business," with chapters on War, Salaries, etc., sent free. Thirty-third year. Register in four offices with one fee. Branch offices—

New York: 437 5th Ave.

Denver: Symes Bldg.

Spokane: Payton Bldg.

CLARK
TEACHERS
AGENCY
28 TH YR.

FOR A SINGLE FEE YOU JOIN ALL OFFICES

CHICAGO	NEW YORK	BALTIMORE	KANSAS CITY, MO.
STEINWAY HALL	FLAT IRON BLDG.	MUNSEY BLDG.	N.Y. LIFE BLDG.
ST. PAUL	CHATTANOOGA, TENN.	SPOKANE WASH.	
EXCHANGE BANK BLDG.	TEMPLE COURT	CHAMBER OF COMMERCE BLDG.	

NO EXTRA CHARGE

Oldest
Chicago
Agency

Brewer Teachers' Agency

The Auditorium, Chicago

A generation of Safe Successful Service

A New Help for Primary Teachers

EMBECO PHONETIC DRILL CARDS

Designed to assist the teacher by providing material for drill necessary to fix the common phonograms in the pupil's mind



The phonograms are printed on cards 8 x 8 inches, with letters one inch high, which are easily read from all parts of the room. To each phonogram card two smaller sections are hinged, bearing consonants and letter combinations for forming complete words. The large card and hinged strips are printed on two sides, providing for the formation of sixteen words on each card. The hinged sections are marked in such a manner that the teacher may cut them if desired, and thus show one word at a time. Each word combination has a key on the opposite side so that the teacher knows without turning the card whether the answer is correct.

Twenty cards, neatly packed in cardboard box, forming three hundred and twenty word combinations.

Price, per box, \$1.50; mailing weight, 2 lbs.

MILTON BRADLEY COMPANY, SPRINGFIELD, MASS.

TWO HISTORIES THAT ARE DIFFERENT

SOUTHWORTH'S BUILDERS OF OUR COUNTRY

Book I, from Lief the Lucky
to Montcalm and Wolfe

Book II, from Patrick Henry
to Edison and Carnegie

These books contain sketches of fifty of the leaders who, from the year 1000 to the present time, have helped in the building of the nation. This history fulfils the recommendation of the Committee of Eight.

MCLAUGHLIN AND VAN TYNE'S HISTORY OF THE U. S. FOR SCHOOLS

One history which has nothing to retract as to its statements about our Britain. The position of the liberty-loving English people during the Revolution made absolutely clear. A simple, unbiased and authoritative text.

For prospectus and introductory terms write

D. APPLETON & COMPANY

35 West 32nd Street

R01 1919

BY EXCHANGE FROM
NEW YORK STATE LIBRARY
APR 6 1937

Educ P397.18.10

h/w

The Journal

of the New York State
Teachers' Association



Published Monthly at Rochester by
The New York State Teachers' Association

October, 1918

The Journal

of the New York State Teachers' Association

Entered as second-class matter at the Post Office, Rochester, N. Y., February 17, 1914. Acceptance for mailing at special rate of postage provided for in section 1103, Act of October 3, 1917, authorized September 12, 1918.

Published monthly by the New York State Teachers' Association on the 15th day of January, February, March, April, May, June, October and November, at 5 South Water Street, Rochester, N. Y.; A. G. BROOKS, Publisher.

EDITORIAL COMMITTEE: GEORGE M. FORBES, University of Rochester; GEORGE P. BRISTOL, Cornell University, Ithaca; RICHARD A. SEARING, North Tonawanda.

CHANGE OF ADDRESS. Members of the Association and subscribers should notify the Secretary, Richard A. Searing, North Tonawanda, promptly of any change of address.

COMMUNICATIONS should be addressed to the Secretary, Richard A. Searing, North Tonawanda.

SUBSCRIPTION PRICE for the JOURNAL to all who are not members of the New York State Teachers' Association is \$1.50 per year, eight issues. Postage is prepaid.

ADVERTISING. Application for advertising space and rates should be made to the Publisher, A. G. Brooks, 5 South Water Street, Rochester.

NEW YORK STATE TEACHERS' ASSOCIATION

Officers, Nineteen Hundred Eighteen

President—HERBERT S. WEET, Rochester.

Vice-President—MISS MARTHA VAN RENSSALEAR, Cornell University, Ithaca.

Secretary—RICHARD A. SEARING, North Tonawanda.

Treasurer—W. H. BENEDICT, Elmira.

Executive Committee: Terms expire in 1918—JUDSON S. WRIGHT, Falconer; A. R. BRUBACHER, Albany. Terms expire in 1919—DR. A. C. THOMPSON, Brockport; HOWARD G. BURDGE, Wellsville. Terms expire in 1920—MRS. ROSE MINNICK, Glens Falls; C. EDWARD JONES, Albany.

Ex-Officio Members—President HERBERT S. WEET, Secretary RICHARD A. SEARING, Treasurer W. H. BENEDICT.

Committee on Teachers' Welfare—Chairman, DR. THOMAS D. WOOD, Columbia University, New York City; DR. CLINTON MCCORD, Albany; HENRY D. HERVEY, Auburn; MISS E. M. BUTCHER, Syracuse; MISS RUTH M. JOHNSTON, Port Leyden; MISS ADA M. GATES, Buffalo; MISS MARY E. RAE, Syracuse; DR. A. R. BRUBACHER, Albany; EDWARD F. BROWN, New York City.

Committee on Legislation—FRANK D. BOYNTON, Chairman; A. R. BRUBACHER, C. EDWARD JONES, JAMES WINGATE, MRS. ROSE MINNICK.

SECTION CHAIRMEN—1918

Classical Section—Pres., GEORGE D. KELLOGG, Union College, Schenectady; *Commercial*—Pres., G. M. YORK, State College for Teachers, Albany; *Elocution*—Pres., H. M. TILROE, Syracuse University; *English*—Pres., A. B. SIAS, West High School, Rochester; *Evening Schools and Americanisation (Evening School and Immigrant Education Sections combined)*—Pres., W. C. SMITH, State Education Dept., Albany; *Fine, Industrial and Household Arts*—HARRY W. JACOBS, Buffalo; (a) *Fine Arts*—Vice-Pres., EUNICE PERRINE, State College for Teachers, Albany; (b) *Household Arts*, Vice-Pres., MARION VAN LIEW, State College for Teachers, Albany; (c) *Industrial Arts*—Vice-Pres., ALFRED BINGHAM, 192 Waverly St., Buffalo; STEWART F. BALL, Buffalo; *History Association*—Pres., EDWARD P. SMITH, High School, North Tonawanda; *The New York State School Hygiene and Physical Education Association, meeting as a section of the New York State Teachers' Association*—Pres., L. RENCKE S. HILL, 815 Myrtle Ave., Albany; *Kindergarten*—Pres., EDITH GRAVES, Fredonia; *Lib-Section*—Pres., DR. JAMES V. STURGES, State Normal School, Geneseo; *Mathematics*—Pres., I. ARNOLD, State Education Dept., Albany; *Modern Language Association*—Pres., DR. JONAS, New York City; *Music*—Pres., MISS EMMA J. DEVENDORF, Gloversville; *Normal and Training Schools*—Pres., GRANVILLE B. JEFFERS, President, Training School, Schenectady; *Penmanship*—Pres., A. E. BENBOW, Schenectady; *Primary*—Pres., LUTHER N. STEELE, Canandaigua; *Rural School*—PRES. M. B. FURMAN, East Rochester, 2nd Dist., Monroe Co.; *Section of New York State Council of Elementary School Principals and Teachers*—Pres., NATHANIEL G. WEST, School No. 6, Rochester; *Science Section*—Pres., B. O. BURGIN, Albany High School; *School Administration*—Pres., CHAS. S. WILLIAMS, Hudson; *Subnormal and Backward Children*—Pres., LEILA MARTIN, Dept. of Education, Rochester; *N. Y. State Science Teachers' Association*—Pres., H. A. CARPENTER, West School, Rochester; Sec.-Treas., E. E. FORD, West High School, Rochester.

For Use in Every School

MY COUNTRY

A Textbook in Civics and Patriotism

For Upper Grammar Grades and Junior High Schools

By GRACE A. TURKINGTON

Fully illustrated, with a frontispiece in colors by N. C. Wyeth

This is the psychological time for driving home the truths about our government which it is the right of every child to know and to appreciate. No grammar-school or junior-high-school boy or girl should go through the present year without a course in good citizenship. Turkington's "My Country" will make this study one of the most attractive in the whole curriculum. The book is distinctly a book of and for to-day. It breathes enthusiastic Americanism on every page.

Write to the publishers for a complete descriptive folder and further information

GINN AND COMPANY

70 Fifth Avenue



NEW YORK

BRADLEY'S HELPS

FOR PRIMARY TEACHERS

Embeco Perception Cards for Number Work

Something every teacher will appreciate. Large manila cards, $6\frac{1}{2} \times 10$ inches, one side printed with domino design, and the reverse with the same problem in large italic numerals. The domino dots are one inch in diameter with wide spacing, making them easy to read from all parts of the room. Twenty-four cards, containing all number combinations 1 to 10, in durable box.

Price, \$0.60; mailing weight 12 oz.

Economo Number Builder No. 1

A better builder than you have ever used. Large numerals in bold type, printed on heavy manila card, and enclosed in a box made especially strong to withstand the constant handling and hard usage to which the "builder" box is always subjected. Contains an extra large quantity of the number tablets.

Price, \$0.20; mailing weight 5 oz.

Economo Word Builder No. 1

A new large type builder, printed on heavy manila card in extra bold type; lower case letters on one side and capital on reverse side. Put up in a box made especially strong, same as Economo Number Builder. Contains an extra large quantity of tablets.

Price, \$0.20; mailing weight 5 oz.

MILTON BRADLEY COMPANY, SPRINGFIELD, MASS.

WARTIME THRIFT

implies economy of time and effort with production of maximum results. Wasted hours and needless drudgery of teachers and pupils may be saved by using

Blaisdell's Exercise and Review Book in Biology

A Combined Laboratory Guide, Note Book and Review Book for Students' Use

A laboratory guide and note book that will economize and systematize the laboratory work in biology. Saves time in preparing and copying laboratory directions and provides review material not available in class books. Arranged to meet the requirements of the Regents and to accompany any of the texts in general biology used in the first year of high school work. One hundred laboratory exercises with twenty-two illustrations.

Other recent publications of

WORLD BOOK COMPANY
YONKERS-ON-HUDSON, NEW YORK

ALLEN'S WAR FACT TESTS. Wm. H. Allen, Director, Institute for Public Service, New York City. A concise summary of the facts of the great war. Contains admirable devices for showing the pupil what part his own community plays in the war. Published in June and now selling into the fortieth thousand.

THE AMERICAN SPIRIT—A BASIS FOR WORLD DEMOCRACY. Edited by Paul Monroe of Columbia University and Irving Miller of Washington State Normal School. Selections in prose and verse instructing in patriotism and constructive citizenship. For upper grammar grades and high school.

Digitized by Google

ATTENTION TEACHERS OF ENGLISH

You will be interested to know that

“Barbe’s Famous Poems Explained”

is *approved* by the Department for use in connection with Group I of the First Year English Readings. These selections will prove much more interesting than the *Odyssey*.

Try it out in your work this year

A COURSE IN GENERAL SCIENCE

is a permanent practical asset and secures credit by the Regents. Every school should offer it.
The best book for this is

Hodgdon’s Elementary General Science, \$1.50

Unlike every other work on this subject, the material of this text is organized around one general theme—The Home.

NOTEWORTHY FEATURES OF THE BOOK

1. Subject matter splendidly organized—a logical arrangement and a teachable sequence of topics.
2. The style—always within the comprehension of the student.
3. The course—so flexible as to be easily adjusted to the needs of any class. The book may be covered in one term or two.
4. The inclusion of over 100 experiments eliminates the necessity of the additional expense of a laboratory manual.
5. The “socialized,” “project” and “problem” methods form the backbone of the lesson presentations.
6. The only General Science which takes up the subjects of Safety Precautions and Emergency Treatments.
7. Contains over 400 Illustrations and more than 1000 Thought and Fact Questions.

CHAPTER HEADINGS

Chapter 1—Atmospheric moisture and evaporation.
Chapter 2—Moisture coming from the Atmosphere.
Chapter 3—The Atmosphere.
Chapter 4—Transmission of Heat.
Chapter 5—Expansion and Heat Measurement.
Chapter 6—Oxidation and its Relation to Life.
Chapter 7—Food and Medicine.

Chapter 8—Water.
Chapter 9—Germs and Disease.
Chapter 10—Light and its Relation to the World.
Chapter 11—Electricity.
Chapter 12—The Relation of Sound and Music to Us.
Chapter 13—The Universe.
Chapter 14—Machines and Work.
Chapter 15—Safety First.

HINDS, HAYDEN & ELDREDGE, Inc., 11-15 Union Square W., New York City

JOHN C. ROCKWELL, New York State Representative

Digitized by Google

THINKING

There is nothing either good or bad but thinking makes it so—*Shakespeare*

SHAKESPEARE shows us the necessity for right thinking. The trained, forceful thinker in education, in religion, in statesmanship leads the crowd; the untrained or indifferent thinker trails.

The great aim of education is to start the child right in his thought processes, to get him to think right at the earliest possible stage of his mental development; to encourage consecutive, sustained thinking in its elementary forms and to carry this process through his whole school life as a proper foundation for his subsequent career.

To make him think clearly and express himself intelligently at the outset is the vital function of the teacher in the elementary grades. As an aid in this important work the pupil should be equipped with a textbook that forces him to think and the teacher in turn should

have the fullest support in teaching such a book as the authors themselves would teach it.

The Aldine Language Series

In the Aldine Language Books will be found a series of textbooks on elementary English providing adequate equipment for teacher and pupil in independent books.

In referring to the plan of the Third Book, published August, 1917, which completes the series, the authors state in their preface, "Definitions, exercises, and rules are not lacking, but these are made to serve the efforts of the pupil to think and to give effective expression to his thinking, since thinking and expressing thought are life itself."

NEWSON & COMPANY

73 Fifth Avenue, New York, N. Y., or 623 South Wabash Ave., Chicago, Ill.

Digitized by Google

Spanish Taught in Spanish

By CHARLES F. McHALE, Ph.B.

Instructor in Spanish in the National City Bank, New York.

Professor McHale was born in Chile, and is a graduate of the University of Chile. For years, however, he has taught Spanish in England and America. The system employed by him has been used in the National City Bank, New York, for several years with extraordinary results.

This text is

Written for beginning classes in Spanish in high schools and colleges.

It is adapted to all systems of teaching Spanish.

It has been found to be the most economical method of teaching this subject.

It teaches vital, living lessons in Spanish from the very start.

It insures correct pronunciation.

It accustoms the student to think in Spanish.

Price, \$1.00, Postpaid.

HOUGHTON MIFFLIN COMPANY

BOSTON

NEW YORK

CHICAGO

Bausch^{and} Lomb

Optical Products



FFS Microscope

Include Microscopes, Projection Lanterns (Balopticons), Photographic and Ophthalmic Lenses, Range Finders, Gun Sights, Searchlight Reflectors, Binoculars, Magnifiers and other high grade optical and laboratory equipment.

Because of the demands made upon our resources for some of the government's most important military needs, we are unable to make Microscope and Balopticon deliveries for the present.

While proud to be of such service in this world crisis, we shall expect to serve our other patrons even more efficiently than before when the world is again at peace.



Combined
Balopticon

Bausch & Lomb Optical Co.

NEW YORK
CHICAGO

WASHINGTON
ROCHESTER, N. Y.

SAN FRANCISCO
LONDON

Digitized by Google

"Training Children

to a competent and ready use of the *dictionary* and fixing the habit of consulting it, is one of the main duties that the school can perform for a student," says Dr. Suzzallo, President of University of Washington, Seattle.

When questions arise do you suggest that

WEBSTER'S NEW INTERNATIONAL

Dictionary is a universal question answerer?

400,000 Vocabulary Terms. 2,700 Pages. 6,000 Illustrations. 30,000 Geographical Subjects. 12,000 Biographical Entries. Type matter is equivalent to that of a 15-volume encyclopedia.

REGULAR and INDIA-PAPER Editions.

Also WEBSTER'S COLLEGIATE, Third Edition. A New Book. 1248 Pages. 1700 Illustrations. 100,000 Words.

WRITE for Specimen Pages, Illustrations, etc. Free to teachers, a new booklet, "Use of the Dictionary—Games with the Dictionary."

G. & C. MERRIAM CO., Springfield, Mass.



Why GREGG SHORTHAND "THE NATIONAL SYSTEM" is Best

When a shorthand system has been indorsed by seventy-five per cent of the Boards of Education of the country, it is natural to inquire why?

SIMPLICITY: The simplicity of Gregg Shorthand makes it easy to learn and easy to teach. Students acquire greater skill with it than with other systems.

LEGIBILITY: The connective vowels and distinctive long-hand slope forms make Gregg Shorthand easy to write and easy to read.

SPEED: Gregg writers have been awarded speed certificates by the National Shorthand Reporters' Association for speeds up to 288 words a minute. Not more than half a dozen writers of any other system have ever equaled this speed in the contests and these have had from two to seven times the experience of the Gregg writers.

ADEQUATE TEXTBOOKS: We publish a complete series of textbooks that enable both teacher and student to achieve maximum results in the minimum time.

Let us show you how easily Gregg Shorthand may be introduced into your school.

THE GREGG PUBLISHING CO., New York, Chicago, San Francisco

SEND FOR OUR SCHOOL BOOK CATALOGUE

It is a handy pocket price list of school and college text books. We are the largest clearing house in the country for books exclusively, located in the greatest publishing center, and any book required for class or library use can be secured from us promptly and at reasonable rates.

THE BAKER & TAYLOR COMPANY

354 Fourth Avenue, NEW YORK



TEACHERS' AGENCY DIRECTORY

The following is a reliable list of Teachers' Agencies to whom superintendents of schools and school board members may apply at any time for the filling of any position.

KELLOGG'S AGENCY, 31 UNION SQUARE, NEW YORK HAS BEEN ESTABLISHED 26 YEARS.

This agency makes a constant search for high grade teachers and recommends with care. Only superior teachers are accepted. Teachers are supplied all the year round. If you need a good teacher or know where one is wanted, send particulars. THE ACTIVE, GENEROUS WORK OF THIS AGENCY HAS SATISFIED THOUSANDS OF TEACHERS.

Interstate Teachers' Agency

501-503 Livingston Building,

ROCHESTER, N. Y.

The manager of this agency has had twenty years' experience as teacher and superintendent of schools, and ten years' successful experience as manager of a rapidly growing agency. He personally selects and recommends candidates with care. The success of this agency is vouched for by many of our best superintendents, college presidents and normal school principals. Send for circular.

T. H. ARMSTRONG, Proprietor.

The Reed Teachers' Agency

641 University Bldg., SYRACUSE, N. Y.

Known for ten years as a *Discriminating Agency*. Recommending candidates on a basis of *fitness* as well as *ability*. Every recommendation from this agency is based on knowledge and judgment.

H. E. REED, Manager.

HARLAN P. FRENCH, President

WILLARD W. ANDREWS, Secretary

ALBANY TEACHERS' AGENCY, Incorporated

Supplies Schools of All Grades with Competent Teachers.

Assists Teachers in Obtaining Positions

We receive calls for wide-awake and progressive teachers from every State in the Union, and we want more such teachers upon our list.

NOW IS THE TIME TO REGISTER

SEND FOR BULLETIN

81 Chapel Street, Albany, N. Y.

Oldest
Chicago
Agency

Brewer Teachers' Agency
The Auditorium, Chicago
A generation of Safe Successful Service

Please mention the "Journal" when corresponding with advertisers.

FOR THE NEW COURSE OF STUDY IN CIVICS

The Community and the Citizen

By ARTHUR WILLIAM DUNN

Reveals to the youth the privileges and responsibilities of citizenship. Emphasizes the interdependence of the individual and society, and the function of government in expressing the collective will of society as organized force, organized justice, and organized good will. Every pupil who studies this book is thereby aided to become a more intelligent, more patriotic, and more useful citizen.

PRICE, \$1.00

The New American Citizen

By CHARLES F. DOLE

Supplies an elementary treatment of the essentials of civics and economics. The treatment is fresh and interesting and filled with the spirit of Americanization. No better book can be put into the hands of pupils in the present critical times. The lessons taught prepare for citizenship of the sort that the nation needs.

PRICE, \$1.00

D. C. HEATH AND COMPANY

231-245 West 39th Street

NEW YORK CITY

A NEW BASAL SERIES

A NEW METHOD SERIES

A NEW LITERARY SERIES



The FOX READERS

Complete in six volumes, 50 cts. net each
(Teacher's Manual 40 cts.)

Just Published:

Phonetic Primer from Mother Goose
First Reader—Second Reader
Teacher's Manual

By FLORENCE C. FOX, Ed.B., Ph.B.

Specialist in Educational Systems, U. S. Bureau of
Education, Washington, D. C.

Along came a beggar boy,
and put me in his bag, bag

G. P. PUTNAM'S SONS, 2 West 45th Street, New York City

Digitized by Google

TIMELY TEXT BOOKS

Beard and Bagley: The History of the American People . . . \$1.20

The only text-book in this subject for seventh and eighth grades that gives "a systematic and continuous presentation of the development of democracy," and provides a timely course in Americanism for the citizens of to-morrow.

Baker and Thorndike: American Life in Literature \$0.72

Book Seven of *Everyday Classics*—a reader for the seventh grade that interprets America to the boy and girl through her best literature.

Riis: The Making of An American \$0.60

A new school edition of a modern classic that fits the needs of the times—for eighth grade, or for high school. The new English syllabus puts it in the second year of high school.

Ashley: The New Civics \$1.20

Beard: American Citizenship 1.12

Two text-books in civics which with the new supplement for New York State meet most closely the new requirements.

THE MACMILLAN COMPANY, 64-66 Fifth Avenue, NEW YORK

The Progressive Music Series

IS NOTED FOR

BEAUTIFUL SONGS

Included in this series are *177 Folk Songs*, representing more than thirty nations or provinces, *songs written for the series* by seventy-two modern composers, including the best-known writers of to-day, and *classic songs*, representative of the work of the greatest musicians of the past.

ONE-BOOK COURSE

For ungraded schools and schools in which several grades occupy one classroom.

Specially designed to insure joyous, enthusiastic singing by pupils of all ages, while providing systematic drill in all the problems involved in reading simple music at sight.

Specially suitable for assembly and community singing, presenting the best-loved community songs, also many hymns and patriotic selections.

Send for further information

SILVER, BURDETT & COMPANY

BOSTON

NEW YORK

CHICAGO

SAN FRANCISCO

Digitized by Google

The Journal of the New York State Teachers' Association

VOLUME 5

OCTOBER 15, 1918

NUMBER 6

CONTENTS

	PAGE
THE INTEREST OF THE UNIVERSITY IN HUMAN FREEDOM <i>Dr. David Jayne Hill</i> . . .	203
FOOD AND THE SCHOOLS <i>United States Food Administration</i> . . .	208
THE PSYCHOLOGY OF VISUAL INSTRU- TION <i>George S. Painter</i> . . .	210
THE ADAPTATION OF MANUAL TRAIN- ING TO COMMUNITY NEEDS <i>E. T. Taylor</i>	217
RURAL SCHOOL HEALTH WORK <i>Louis W. Raftier</i>	225
SPEECH DEFECTS AND SOME METHODS FOR THEIR TREATMENT <i>Mary Kirk Scripture</i> . . .	231
EDITORIAL <i>Herbert S. Weet</i>	234
STATE DEPARTMENT OF EDUCATION . . <i>Hiram C. Case</i>	237
BOOKS RECEIVED	239

Published by the New York State Teachers' Association
Rochester, N. Y.

STRONG POINTS —OF— Essentials of English

NEW YORK STATE EDITION

In Two Books

By HENRY CARR PEARSON, Principal, and MARY FREDERIKA KIRCHWEY, Instructor, both of
Horace Mann School, Teachers College, Columbia University.

This series meets fully and adequately the requirements of the Education Department of the State of New York

POINT ONE:

It furnishes all the selections for study and memorizing that are specified for grades four to eight, inclusive. **This makes for economy.**

POINT TWO:

In every lesson the authors have evidenced their thorough understanding of the difficulties that confront grade teachers in the teaching of English and have provided many effective ways and means of meeting these problems. "Essentials in English" almost teach themselves. **This helps to save the teacher's time and effort.**

POINT THREE:

The literary studies and models exercise a real influence on the pupil's use of English; they appeal to his imagination, mean something in his play, and make him feel that there is a reason for the work he is to do. **This arouses and sustains the pupil's interest and ambition.**

POINT FOUR:

These books recognize the value of repetition in the teaching of immature minds, and provide enough repetition to develop good habits of speech and writing. **This establishes thoroughness and efficiency.**

In their emphasis on oral work, their close inter-relation between grammar and composition, their fresh appealing models, their definite training in construction, these books transform the ideals of English teaching into realities.

AMERICAN BOOK COMPANY

New York

Cincinnati

Chicago

Boston

Atlanta

The Journal

of the New York State Teachers' Association

OCTOBER, 1918

THE INTEREST OF THE UNIVERSITY IN HUMAN FREEDOM

Dr. David Jayne Hill

THE war in which our country is engaged is a "holy war." It is, in truth, not only a defense of all that our forefathers have fought for in the past, but a contest for all that is deepest and dearest in human life. Until the necessity of defense was thrust upon us, we, in this great and prosperous country, were growing unmindful of the heritage of liberty and security which our forefathers had bequeathed to us. To-day, under the shadow of war, this nation is awakened as it has not been before in this generation, to a sense of its indebtedness to the past and its duty of service to the present. The whole of life has taken on a new significance. It is the dawn of a new era for America and for the entire world. Never in the future will either America or the world be quite the same as they were before this great awakening. The whole scheme of existence is undergoing a radical revision.

RESULTS IN SCHEME OF EXISTENCE.

What then are to be the results of this transformation, which will undoubtedly affect the very structure of the state and the relations between states? Widely divergent paths open before us. Will they lead to a fuller, richer, and freer existence, or will they end in the impoverishment of life, the further restriction of individual aims and achievements, and the enforced abandonment of our ideals as unattainable?

The revelations of the great war have shown us that there are two widely different conceptions of life that inspire men to suffer, to make sacrifices, and if need be to die. They are at this moment

arrayed in deadly hostility to each other on the field of battle. One sets the highest value upon the human individual, his intrinsic worth as a person, his liberty of action and achievement, the development of his intelligence and character, and his moral responsibility. The other completely reverses this estimate, and finds the highest good in the organization of great masses, in the power and glory of the state, in utilizing human energies for national or race supremacy, in military conquest and economic efficiency and in unquestioning obedience, without personal accountability for the consequences of action.

OPPOSITION OLD AS HISTORY.

In this opposition of aims and endeavors there is, however, nothing new. It is as old as history. More than this, it expresses the whole meaning of the struggles that have created history. On the one hand, there has been the aspiration of men for complete self-realization, for freedom—in thought, in expression, and in achievement. On the other, there has been some form of repression that has thwarted self-development, a static tribalism, feudal serfdom, guild communism, industrial servitude, dynastic imperialism; and there hangs over mankind at the present the menace of new and hitherto unexampled forms of despotism, aiming on the one hand to strifle all private initiative by absorbing the citizen entirely in the state; on the other, ingeniously designed socialistic programmes of universal levelling, which contemplate for the entire world the attainment of an impossible equality of condition, not by creating new energies

in the weak but by crippling the faculties of the strong.

In all these contests, the universities, in the main, have been on the side of the individual. They have stood for personal freedom. They, it is true, have had a marked corporate life of their own but it has never aimed at mediocrity. The necessity of society, of close fellowship, of binding obligations, and of a reasoned discipline they have, as a rule, never doubted; but their interest has centered upon the highest development of the individual person, in the faith that society will never be made better than the units that compose it. The only hope, they have believed, of real social improvement, intellectual, moral, and even economical, must rest upon the production of a finer, higher type of human personality.

INTEREST OF UNIVERSITY.

I wish chiefly to emphasize the fact that, however successful the universities may be in this direction, their efforts may easily be entirely frustrated by the general social and political conditions in which human beings are compelled to live. The interest of the university as an agency of human progress, therefore, extends far beyond its own borders, and is deeply concerned in the whole structure of human society, as affected by government, industry, international relationship, and the totality of the circumstances which are to surround this finer and higher type of human being which the university aims to produce. Not only this, but the very substance and being of the university itself are conditioned upon the structure of the society in which it exists; for the state, which controls the life of society, will eventually cause the universities, together with all other educational institutions, to conform to its own exigencies, and will impress upon them its own character as an organ of freedom or as an organ of despotism.

A free university in a despotic state is an impossible supposition. The whole future of higher learning in the world is bound up, in an indissoluble manner, with the result of the battle between despotism and popular freedom. The

really fundamental question in the present war is this: Shall the future of mankind be determined by intelligence, acting freely; or by some form of mass-control that compels the individual to act as an instrument of a will that is not his own, and to devote his powers to tasks not of his own choosing?

CONFUSES PRESENT ISSUE.

That which most of all confuses the issue at the present time is the fact that attacks upon individual freedom are delivered from opposite directions. There is the threat of imperial world-domination, aiming to impose by armed force a body of ideas and activities upon unwilling peoples, in the name of an alleged superior type of human culture: and there is the menace of class-domination assuming to rule in its own way in the name of rights long withheld and wrongs long inflicted. What renders the situation most tragic is that both of these claims are supported by armed violence. They are apostolates of force and compulsion, and not of reason and discussion. They admit of no debate. If either of these despotisms should triumph, all that the universities have worked for, all that the free development of the human mind and soul and conscience have aimed to accomplish would be suddenly swept away as by a flood.

The greatest danger to human progress is the domination of some form of authority that disregards the faculties of the mind through which alone all progress must be made. An authority based upon physical force, although it may have advantages to accord and honors to bestow, cannot be a true cause of human advancement; for the reason that it represses the free activities in which progress essentially consists. When, therefore, German autocracy is held up to us as the cause of German greatness in the realm of mind, the sophism is so transparent that it hardly needs to be exposed. It is, in fact, upon the ruins of an intellectual Germany, where academic freedom was once esteemed and honored, that the present Imperial Germany has been erected. As Prince von Buelow has well stated, Prussia was never

the home of culture in the sense the small principalities and kingdoms of Central and South Germany have been. Prussia has been merely the "taskmaster," as he expresses it, in forging the links that bind the German states and people together, and that has transformed them into a formidable military power capable and desirous of world conquest. In the intellectual realm Prussianism has added nothing of importance. On the contrary, it has carried on a process of subjugation in matters of political import, and of appropriation of energies in matters of economic import. It has done to the universities of Germany what the Teutonic knights of the thirteenth century did to the Slav population of Prussia; when, as armed invaders, they undertook the conversion of these heathen people to the Christian faith by fire and sword. Now as then, the lust of conquest is masked behind a beneficent pretense. Then they held aloft the cross as the symbol of their authority, before which they compelled the population to bow in submission to their military rule; a rule so odious that again and again they were forced to the necessity of reconquering the lands they had invaded and subdued. Now it is no longer the cross held up to shield blood guiltiness, but a type of, in reality, culture as little Prussian as the vicarious sacrifice which was symbolized by the cross of Christ. The use of a holy purpose as a shield for a sanguinary crime, that, from the days of the "Brothers of the Sword" down to the present moment, has been the subterfuge of Prussian military autocracy. Plunder and spoliation, fear and frightfulness—these have been, and are, the agencies through which a dynasty of rulers has arisen from the lordship of a few paltry villages to the creation of an empire that now, by the same methods, in the name of superior culture, aims to make itself universal on land and sea.

PRUSSIAN CLAIM EXPOSED.

In the interest of free learning, the mask should be torn from the ugly face of Prussian pretensions, and the hollowness of the Prussian claim to an apostolate of humanism exposed.

The theory underlying the Prussian conception of the state, as expounded by its advocates and defenders, is frankly based on the power of the strong to rule the weak. The essential attribute of the state, they claim, is not justice, it is power. Its true function is not to give men freedom, of which they are incapable; but to impose upon them regardless of their desires, and if necessary against their will, forms of belief and modes of action which will contribute to the glory and increased power of the state. The state, having no superior, is subject to no law, and is bound by no obligation. It may, therefore, rightly extend its power in any direction, and to any limit, as far as its energies enable it to do so.

STANDING OF GERMAN UNIVERSITIES.

What I have said regarding the moral default of the German universities is not meant so much in criticism of men as it is to show the effects of a system; for it is the system that explains what would otherwise be incredible. Originally, the universities were the impregnable strongholds of truth in the realm of intellect, and of right in the realm of morals. But in Germany they have gradually, under state patronage and state control, lost their independence of judgment and expression. They have become the mere creatures of the state; and since the state is autocratic, they have become disciples and protagonists of autocracy. It is an indisputable fact that, whatever the German professors may privately think and believe, from the beginning of the war until now, not one of them, so far as is known, has spoken out in the interest of humanity, unless he had already escaped from imperial jurisdiction and believed himself safe in Switzerland, or in some other foreign land.

It is a painful act to make these reproaches, reproaches which the whole neutral world felt it a duty to make, when the famous manifesto of the ninety-three illuminati informed us that, because Immanuel Kant had taught a high morality—not recalling that he had openly condemned Prussianism, and had declared that there never would be peace in the world until all governments were

republican—and because Goethe had written great poetry and the German musicians had written great music, for that reason we must believe their assurance that there was no wrong in the invasion of Belgium, in order to attack France. Whatever we may think of their abilities and attainments, however we may excuse their performance we can never have the same reverence for their authority that we had before; because it is warped and denatured by subjection to another's authority morally inferior to their own, whose owners they were ready to excuse.

NECESSITY OF MORAL FOUNDATION.

I have dwelt for a moment upon this point because it is apparent to me that a political system—any political system—that is not based upon a moral foundation tends eventually to destroy morality itself, and to extinguish altogether individual moral judgment. It is in the essential nature of morality that it cannot be imposed from without. Its seat of authority is within. Its laws are written in the nature of the human person. They are individual, or they are nothing. I do not mean to defend the personal right of the individual to disregard social authority, the corporate expression and embodiment of the reason and conscience of all; but I do mean to say, that reason and conscience have their inherent, inalienable and indefeasible rights, upon which governments ought to be founded, and which, therefore, governments have no just claim to take away.

The reason for this is that man is not a thing, nor are his highest interests material things. He is a spiritual being, living in an invisible as well as a visible world, having interests that are not to be measured by external standards, and who cannot, and never will submit to mere physical enforcement. His thoughts are not bounded by the scope of his bodily senses. His intelligence lays hold on that which is infinite and eternal. He feels that there is that within him which cannot be destroyed by the sword, or by all the elaborate enginery of war. It is to that higher and indestructible element in his nature that he owes his high-

est allegiance, and in his better moments every free man knows that there are conditions of earthly existence so ignominious that submission to them would be worse than death, and that resistance to them opens the only path to life.

EARLIER DAYS OF NATION.

In the open fields and forests of this continent, to which they had come to throw off not a physical but a spiritual bondage, the men who founded this nation had thoughts of personal liberty which were new in the world. The great European struggles for freedom had been for relief from the oppression of dynasties and for the liberties of a class. Even Magna Charta was the trophy of knights and barons. But in America was born a new sense of freedom, a personal moral freedom, not by any means at first universal, but destined by irresistible logic to become so; and which at last asserted itself as a first principle in the realm of government.

Into their free constitutions the founders of this nation, first before all others, wrote not only the rights of man but the guarantees of those rights. To them the state that was power was odious; the state they sought to create was justice. Their instinct led them to keep far from this continent the state that was power; in order that in time, it might everywhere be covered, not by them, but by others, with states that were justice. Holding in reserve for this development vast unoccupied areas, which dynasties had bought and sold, and with which they and their descendants might have enriched themselves for generations, they converted those wide territories into free commonwealths, in which new settlers established their own constitutions and made them their own laws.

IDEA DIFFICULT TO BELIEVE.

It has been, therefore, difficult for the people of this nation to believe that, in this twentieth century any nation would carry the idea that the state is power to the logical conclusion of universal empire. They could see, therefore, in the first development of the present great war nothing more than a conflict of

monarchical interests which did not affect them. It was not until treaties were violated, neutralized territories were invaded, innocent populations were massacred or deported; and at last indiscriminate murder was practiced on the high seas, in which women and children were deliberately mutilated and slaughtered, and no appeal to law, or justice, or mercy availed to stop it, that the American people understand the full meaning of the thesis "the state is power."

From whatever point of view one regards the present international situation, it must be conceded that the position of the Central Powers, the aggressors in this war, is strictly and faultlessly a logical deduction from this basic doctrine. If the state is power, if superior force is the basis of government, then the subjugation of the universities, their abject submission, the aggressions, the atrocities, the frightfulness are all perfectly defensible in any coherent discussion of the subject.

It is therefore, against that thesis that the university, as an organ of humanism, must make opposition. And yet it is self-evident that the state must possess and employ power; otherwise, it cannot defend its own existence, or discharge its own proper functions.

NATURE OF STATE POWER.

What then is the nature of that power which the state must possess and employ? It is the power delegated to a freely chosen government by morally responsible persons, who thereby confer upon the power they delegate a complete moral responsibility to themselves and to other governments.

Whatever law of justice, of honor, and of limitation the moral nature of man imposes upon itself and upon one's neighbors, that is the basis of all true state authority; that defines and circumscribes the rights of governments, that, written large, becomes also the law of nations.

We hear much in these times of social reconstruction. Great empires have fallen, and revolution seems everywhere impending. We, in America, shall not be exempt from radical proposals of change. Our enemies will see to it, they are seeing to it now, that this republic

shall be threatened in its very foundations. Who is to resist them? Who is to stand for our great inheritance? Who is to say to the incursions of Bolshevism, as we are saying to Prussianism, that the rights of men, as well of states, to self-determination, to the possession and use of their own, under just and equal laws, must and shall be preserved?

To whom, more than to the universities, does this emergency make appeal? Who better than the universities can help to guide aright this process of reconstruction?

MOST IMPORTANT OF ALL.

But what is most important of all is to perceive the necessity of moral unity in the performance of this task. We have been pleading for the application of moral principles and inherent rights in the intercourse of nations. Shall we refuse to apply them in the relations of members of the same society? Shall we say, Belgium may not be ravished, but private rights may be ruthlessly invaded?

No, it is not for that that we are concentrating the substance and energies of the people in this country. It is not for that that we are centralizing the control of industries and private business in this country. We have been accused of imitating Prussia in these respects; and it is true that, before this war we should never have dreamed that in this country so much power could have been despoiled in so few hands.

But this appearance is only superficial. We have never intended, we emphatically do not intend, to regard the state as mere power. We are concentrating our power as a people, we believe, to preserve the state as we conceive it, as the organ of justice, and as a depository of moral responsibility; and to the American mind that word "responsibility" is no idle word.

If, in truth, we were to formulate in the briefest possible form the issue in this great world contest, we could perhaps not state it better than to say, "It is a battle for the responsibility of power."

ROYALTY STRICKEN FROM ROLLS.

That is why the names of kings, and princes, and ambassadors, once held in

honor, are to-day stricken from the rolls of so many universities. That is why the Sorbonne is to-day depopulated. That is why the ivy-covered quadrangles on the Isis and on the Cam are silent and deserted. That is why so many members of the graduating class are not present here to-day. That is why so many little flags are hung in the windows of America, with their blue stars on the field of white and the red border, and why wide ones with a great galaxy of stars float over the campus of so many universities and colleges in this country. Nearly a million young Americans are now somewhere in France. Soon, if necessary, many millions will be there; for this is not merely the grateful acknowledgment of an obligation to repay

chivalry with chivalry to a great people in the hour of their extremity. This is a battle for the life of civilization. Some of these, at this moment, are in the camps; some are in the trenches; some are in "No man's land." Some will come back to be welcomed with shouts of victory; some will never return; but the name of every one of them, rich or poor, learned or unlearned, will have a place on the roll of honor as a hero of humanity. They are there by no written covenant, they are fighting for no personal or national emolument; they are there because they are ready to pay the full measure of devotion to their sense of duty, and because they believe that to perish in such a cause is not so great a sacrifice as to permit that cause to fail.

FOOD AND SCHOOLS

United States Food Administration, Washington, D. C.

THE United States Food Administration, like other governmental agencies for winning the war, has sought the co-operation of the teachers and pupils of the schools in carrying out its programme. That programme has been based on an appeal to the intelligence of the people looking to a voluntary support. The success of this appeal has been most gratifying, as the year's result clearly shows. The schools will be asked during the coming year to continue their help.

Co-operation with the colleges was the first step leading to the present programme. It was the hope that they, through the departments of home economics or special courses, might give to college women a sufficient training to enable them to be leaders in community food work. This hope proved well-founded. Forty thousand enrolled in the food courses. Twenty thousand certificates were issued to those completing the prescribed work. The lessons had been issued weekly in mimeographed form. Considerations of convenience and increased demand led to the decision to have the revised lessons printed. This has been done. The book is published for the Food Administration on competitive bid by Houghton Mifflin Com-

pany, who will have the distribution of it. The price is 80 cents. The title of the manual is "Food and the War." The authors are Katharine Blunt, Professor of Food Chemistry, the University of Chicago, and Elizabeth C. Sprague, Professor of Home Economics, University of Kansas.

While the college lessons were being distributed, high school teachers began to ask that a suitable set should be prepared for high school use. To meet this increasing demand from the schools, it was decided to have a book prepared for teachers of high and elementary school, high school pupils and the general public. This book is published for the Food Administration on competitive bid by Charles Scribner's Sons, who will have charge of its distribution. The price, it is stipulated, shall not exceed twenty-five cents. The title of the book is "Food Guide for War Service at Home." The authors are Katharine Blunt, of the University of Chicago, Frances L. Swain, of the Chicago Normal School, and Florence Powdermaker, of the United States Department of Agriculture. A laboratory manual for high school cooking classes is being published and will be ready about October first. This is being prepared by Elizabeth C.

Sprague, of the University of Kansas, and Genevieve Fisher, of Ames, Iowa.

The National Education Association Commission on the Emergency in Education and the National Education Association at the Pittsburg meeting passed a resolution asking the Food Administration to prepare material for the schools and to call in a body of representative school authorities to advise as to the general policy toward the schools. The N. E. A. resolution is as follows:

"The Association recommends that the United States Food Administration prepare in a form suitable for use in elementary schools, and particularly in the upper grades, lessons and material supplementary to existing courses, which will promote the programme of food conservation. It is further recommended that the Food Administration call to its assistance representative school authorities familiar with the capacities of children of the different grades to constitute an Advisory Council for the Food Administration in the preparation of material designed for school use."

In compliance with this request an Advisory Council was appointed as follows: William Bishop Owen, Principal, Chicago Normal College, Chairman; Miss Adelaide Steele Baylor, 515 W. 121 Street, New York City; Mrs. Mary C. C. Bradford, State Superintendent of Public Instruction, Denver, Colorado; Mrs. H. W. Calvin, Bureau of Education, Washington, D. C.; Philander P. Claxton, U. S. Commissioner of Education, Washington, D. C.; Mr. Randal J. Condon, Superintendent of Schools, Cincinnati, Ohio; Emma Conley, University of Wisconsin, Madison, Wisconsin; Mr. J. W. Crabtree, Secretary of the N. E. A., 1400 Massachusetts Avenue, Washington, D. C.; Miss Charlotte P. Ebbets, State Normal School, Santa Barbara, California; Miss Genevieve Fisher, State Agricultural College, Ames, Iowa; Mr. John H. Francis, Superintendent of Schools, Columbus, Ohio (Address, Bureau of Education, Washington, D. C.); Mr. E. G. Gowans, State Superintendent of Public Instruction, Salt Lake City, Utah; Miss Irma Gross, High School Teacher, Omaha, Nebraska; Mr. Joseph M. Gwinn, Sup-

erintendent of Schools, New Orleans, Louisiana; Miss Katherine M. Hardy, Supervisor of Household Economics, Public Schools, Dayton, Ohio; Mr. Frank M. Harper, Superintendent of Schools, Raleigh, North Carolina; Miss Essie Heyle, Supervisor of Household Arts, Kansas City, Missouri; Mr. M. B. Hillegas, Commissioner of Education, Montpelier, Vermont; Mr. Linnaeus N. Hines, Superintendent of Schools, Crawfordsville, Indiana; Miss Emma S. Jacobs, Director of Domestic Science, Public Schools, Washington, D. C.; Mr. Fred L. Keeler, State Department of Public Instruction, Lansing, Michigan; Mr. A. A. Kincannon, Superintendent of Schools, Memphis, Tennessee; Mr. Clarence D. Kingsley, High School Inspector, State House, Boston, Massachusetts; Mr. Uel W. Lamkin, State Superintendent of Public Instruction, Jefferson City, Missouri; Mr. W. E. Maddock, Superintendent of Schools, Butte, Montana; Mrs. Margaret S. McNaught, Commissioner of Elementary Schools, Sacramento, California; Mr. Jesse H. Newlon, Superintendent of Schools, Lincoln, Nebraska; Mrs. Alice P. Norton, United States Food Administration, Washington, D. C.; Mrs. Josephine Preston, State Superintendent of Public Instruction, Olympia, Washington; Miss Anna Richardson, Department of Household Arts, University of Texas, Houston, Texas; Miss Grace Schermerhorn, Supervisor of Household Arts, 500 Park Avenue, New York City; Mr. C. G. Schulz, State Superintendent of Education, St. Paul, Minnesota; Mr. M. P. Shawkey, State Superintendent of Free Schools, Charleston, West Virginia; Mr. Frank W. Simmonds, Superintendent of Schools, Lewiston, Idaho; Miss Jenny H. Snow, Supervisor of Household Arts, care of Board of Education, Tribune Building, Chicago; Mr. Reed B. Teitrick, Deputy Superintendent of Public Instruction, Harrisburg, Pennsylvania; Mr. E. L. Thurston, Superintendent of Schools, Washington, D. C.; Mr. Robert H. Wilson, State Superintendent of Public Instruction, Oklahoma City, Oklahoma; Mr. Isaac O. Winslow, Superintendent of Schools, Providence, Rhode Island.

Two books are in preparation for the elementary schools. They are being written by Eva March Tappan for the upper grades and Katharine Elizabeth Dopp for the lower grades. Further notice of these books will be given at an early date.

The Food Administration and the schools are now in active co-operation on a definite school programme of food conservation to win the war. All school teachers will welcome this practical and economical programme.

THE PSYCHOLOGY OF VISUAL INSTRUCTION

George S. Painter, Ph. D., New York College for Teachers

IN that the human mind is the instrument of all knowledge it follows that the processes of both learning and instruction must be found in the laws of thought. These laws of thought, however, may not be arbitrarily established, but must be empirically determined by an examination of the nature and constitution of the mind itself. The line of least resistance, the true economy and technique of both learning and instruction, can be discovered only through a knowledge of the psychological principles involved.

The Two Factors in Thought.

In general the process of knowledge involves two elements, namely: 1. The empirical, which furnishes to the mind the whole of objective data; 2. The rational, which determines the categorical forms of experience and subjective reflections upon or a working over of the raw material furnished by the senses.

These two great functions of the mind find their reflex in the distinguishing characteristics of the organized sciences. Thus the distinctly rational is perhaps best illustrated in mathematics, which is a strictly subjective science, not at all dependent on experience of outer fact, but may be purely deductively constructed and unfolded from the inner nature and laws of thought alone. The whole system of pure mathematics can be developed from the categorical or formal nature of the mind without any reference to objective or empirical fact whatever; it is a pure a priori science the fundamental conceptions of which can not be derived from experience but are native to the constitutional structure of the mind itself. As over against the empirical, mathematics is a purely rational science; and the same may be said of all other purely formal disciplines.

On the other hand, the strictly empirical functions of the mind yield us all the concrete and objective sciences. An a priori science of outer nature is absolutely impossible; we have here the necessity of falling back upon the exact observation of the external experiential facts. Thus, for example, physics, chemistry, geology—in brief all the physical sciences—are purely empirical in their elements, and can be built up only by a laborious, inductive process. In such sciences absolutely nothing can be determined in advance of experience, but we are obliged to examine minutely the details of things and processes reported to us by means of sense perception and from these data infer our general principles and systematically construct the respective bodies of knowledge.

The rational and empirical functions and their results in the field of the natural sciences find no better illustration than in the historic theories of the cosmic world. Thus Plato, Aristotle, and in fact all of the thinkers of the ancient world, sought to construct what was largely an a priori or purely rational cosmology, in which the earth was the stationary center of the world-orb, the planets and stars were fixed in spheres or rings by the revolution of which they were carried about the earth with daily revolutions from east to west, and the outermost periphery was the heaven of the fixed stars the individual bodies of which were regarded as "visible deities."

Now it is evident such theories as this were not wholly a priori or rationalistic, for naive observation of the world and at least some of its activities are definitely involved; but that a totally inadequate observation of the objective data had been made, and accordingly false inductions reached, is to us in this day strikingly self-evident. The predominantly

rationalistic predisposition of the ancient mind and its general scepticism as to the possibility of an empirical knowledge of nature delayed the development of the physical sciences for a thousand years. Not until the time of Sir Francis Bacon did the empirical function in knowledge receive full conscious recognition. It was he who exalted this kind of knowledge as the most useful and clearly pointed out the way to its sure attainment. Exact observation and careful experimentation with logical inductions therefrom constituted the elements of his method; said he: "Put the question to nature and she will never answer you falsely." It was with him, therefore, that the method of objective science received its most definite expression, and its fruition in the wonderful achievements in the several fields of its application is the most resplendent glory of our present age. When this method was applied to the problem of the cosmos it resulted in the Copernican system, which under the genius of Kepler found such exact demonstration. When, therefore, we put before our minds at present our modern conception of the physical universe, it is with the assurance that, instead of being the ipse dixit product of however rational or dominating mind, we have back of it the supreme and infallible authority of objective fact. In other words we have empirical and demonstrable knowledge.

But even in this splendid result we must not fail to recognize that the rational function of the mind was likewise operative; the empirical and sentient furnished only the raw material of knowledge; reflective thought had to work over this raw material into rational forms. Hence it is evident that both the empirical and the rational functions of the mind are constantly performing their parts in the construction of the finished product of objective knowledge; the empirical furnishes the material without which thought would be barren; the rational furnishes form and ends without which thought would be blind and lose its way.

The Conditions of Objective Knowledge.

From the preceding analysis the first of the principles which we seek is clearly discerned, namely: All true knowledge

of the objective world can be obtained only through immediate sense perception. Objective fact can be known only by actual experience; we must personally observe things and processes in order really to comprehend them; in a man born blind one could never lead him to understand the meaning or nature of color—it is an ultimate matter of experience. Observation, therefore, is the only method of gaining knowledge in the entire empirical realm.

We must bear in mind, however, that the observational noting of objects and processes involves the whole of sense-perception; for sense-perception includes the operation of all the five senses. Hence, observation as the sole means of objective knowledge would involve the whole psychology of perception. But this would take us beyond our specific field of inquiry, since it is with visual instruction alone that we are at present concerned. We must, therefore, confine our investigations to still narrower limits.

There can be little doubt but that the sense of sight is far the most predominant of the five senses. This fact implies that a larger body of objective phenomena is observable through the function of vision than through any other sense avenue, and that the qualitative character of visual phenomena is of superior value for knowledge of objective fact. The importance, therefore, of seeking to discover and establish the proper economy and technique of visual learning and instruction is patent to all. Visual instruction has for its task the making of this one supreme sense-avenue to the outer world of objective fact as exact, adequate and effective as possible. The psychology of visual instruction accordingly must be confined to the narrow field of determining the principles of observation by the sense of sight.

The Specific Province of Visual Learning.

Accordingly we have the province of our present inquiry clearly set before us, namely: Instruction as to objective reality through the function of vision. This plainly involves the discovery of the simplest and most effective means of assisting the learning mind to adequately

and accurately apprehend and master objective facts as presented to it by means of the sense of sight. The paramount importance of such knowledge may be seen by the facts that:

1. We have to do chiefly with visual material, both in the school room and in practical life. It is evident, therefore, that we should be cultivated in visual knowledge and imagery.

2. Experiments in psychology show that visual observation and noting excel in every respect. Accurate primary notions of concrete form, position, relation and color, as well as processes, can be known in no other way than by "seeing" them; and these elemental factors are the salient characteristics of all objective things, without which we could have no knowledge of them whatever.

3. It is further demonstrated that distractions divert the mind's attention less in relation to sensory stimuli than to that of ideational. It follows, therefore, that cultivation in concentration of attention is best cultivated in the sense realm, in which we have already seen that the visual sense is the superior.

4. Finzi has shown by experiment that visual imagery suffers little falsification in the process of reproduction. This means that the mind usually retains the body of knowledge secured through the sense of sight better than through that of any other. Knowledge obtained through sense-perception in general has a vividness and concreteness possessed by no other, and that gained through the function of vision is the most vivid of the vivid.

5. The objectively visible must be seen in order to be rightly known. We can never form a correct image of an unexperienced object. We may read or hear much of a famous man and picture in our imagination just what he looks like; but when at last perchance we come to see the man himself we find him to be nothing like our expectation. We read and hear much of a distant city, and form an imaginary picture of it; but invariably if we chance to visit that city we find it totally unlike our presuppositions concerning it. Seeing objects, therefore, not only makes our ideas of them clearer and more vivid, but above all more accurate. Correct knowledge of

visible objects can be had only by viewing them. Likewise mental impressions in general are deepened by this exactness of objective knowledge and thereby are surer of becoming a permanent possession.

Visual instruction, then, is but a subdivision of the general objective method. Certain kinds of knowledge must have the visual aids which objective facts furnish; otherwise we are unable to apprehend the principles and laws of complex phenomena. If, for example, we try to follow the description of botanical specimens or physical principles as portrayed in text-books, without illustration by actual specimens or concrete laboratory experiments as the case may be, we are left bewildered and confused, perchance, instead of enlightened. Or, if we seek to follow the present military campaigns in the European war without maps and diagrams we get nowhere with certainty and the whole matter remains in confusion.

Visual Presentations as Aids to Correct Knowledge.

Word descriptions of things and processes, indeed, seek to set before the imagination mental pictures of object-facts; but mere words can very inadequately do this; as we have seen, imagination cannot possibly construct a true vision of any unexperienced thing. Words are only symbols of things; direct experience takes us back to things themselves. If, therefore, we are to have a true knowledge of outer things we must come to it by means of visual learning. The real status of visible things can be learned only by visually observing them. This fact finds further emphasis in that intricate and subtle phenomena may be instantly grasped and understood by laboratory experiment, whereas to talk about them endlessly would hardly enlighten us in the essential principles. For example, in psychology itself, if we wish to make clear the complex phenomena of mixing colors in the spectrum, the production of after-images, or the exhibition of complementary colors, we might talk about them at great length and yet fail to make matters clear to the student; but by having apparatus for exhibiting these phenomena they are instantly seen. Words are but symbols and their signifi-

cance must be found in their association with the things signified. But since this association may be lacking, and in the case of children and the inexperienced it is sure to be lacking, the limitations of language in giving us a clear and adequate knowledge of concrete facts is very evident. Patent manifestation of this is found in the common misunderstandings of every-day life wherever words have failed to convey the meanings intended. Visual facts, on the contrary, are usually unmistakable, and to see is to know.

At this point we may well observe that the objective material which comes under visual observation falls into two classes: 1. The seeing of things themselves; 2. The seeing of representations of things. Accordingly it is evident that the curriculum of studies will vary in the requirement of visual aids. This may be illustrated in:

(a) Physics, chemistry, and biology to a reasonable degree. In general we may say that no artificial visual aids should be used where real objects or phenomena themselves may be seen. Physics and chemistry, as basal sciences of natural phenomena, should be investigated at first hand by the direct objective and experimental method. Pictures or other illustrations may serve as auxiliary in such studies only in a very meager fashion. It is in this field of elemental nature, nevertheless, that visual instruction finds its first and most important application, namely, the seeing of things themselves.

Herbert Spencer, in his "Education," holds this to be so vital a matter that he counsels that even the playthings of children should be constructed on such principles as to familiarize them with the scientific knowledge of elemental nature, with which they have to live and adjust themselves in life. We may all agree, at least, that children should be placed in contact with nature as freely as possible in order that they may learn her moods at first hand. Children in the city should be taken for visits into the country; and children in the country should be taken to the city; each has the field of unaccustomed sights to observe and learn, being mutually enriched thereby. Nature is a book they must learn to read.

But the scientist, no less than the child, has to go back to objective nature for his first facts; indeed he particularly has to do this, since a science of nature is possible in no other way. Fortunately, therefore, so far as the processes of nature are concerned—its phenomena, principles, laws—most of the data may be found at hand to be tested by experiments and proven in experience by all who will diligently seek to do so—that is the essential facts of natural phenomena are open for the direct experience of all.

(b) Other studies of natural phenomena have less possibility of being studied entirely without artificial visual aids than the ones just mentioned. Thus biology may be largely be studied by the direct reference to specimens; but since the varieties of living things are so great and so widely distributed over the world, it is necessary to aid our knowledge by pictorial representations of many things in actual practice. Likewise, in nature-studies we have most all the specimens at hand that will be needed for ordinary instruction; yet for extended investigation we may have to represent some phases of the subject by artificial aids. It is evident that this general condition prevails in such subjects as geography, physiography, and even history and literature; but in these cases we have need to resort more liberally to visual aids, since it is evident that much of the essential data in these subjects can not be immediately perceived or experienced. The multitudinous and almost infinite variations of nature are co-extensive with the vast expanse of the universe. It is evident that we can not immediately experience all these moods and variations, but we may gain somewhat approximately adequate mental images of them in any given case by means of pictorial representations which represent them. If we should never actually see Mt. Blanc or Niagara, yet from pictures of them we may form a reasonably adequate conception concerning them.

But the thing that must be emphasized above all else in this connection is that all things which can be visually observed must be directly seen in order rightly to be known. In geology, botany, zoology, microscopic life, and all kindred objective studies, we must turn to the things

themselves, and fall back upon artificial visual aids only when the objective data themselves fail us, or are lacking. Back to nature must be our watch-word in all cases where it is possible. Pictures, of course, may aid even in these fields, in lieu of the actual objects; they may serve as adjuncts of nature. Many specimens of plants, animals, etc., can not be had, and pictorial representations of such give us our nearest approach to the possibility of a correct mental picture of the objective facts that is possible apart from the objects themselves. But it must be emphasized that exact knowledge is not possible by means of such visual substitutes. The concrete, whatever it may be in nature or art, must be immediately experienced in order to be adequately known. Only in the absence of material things, therefore, are pictorial representations of them of any use. Pictures at the very best are only imperfect substitutes of reality, and exact science can never be built up out of substitutes; we must go immediately to things themselves.

Collateral Motives of Visual Instruction.

In addition to the incentive for correct objective knowledge, the use of visual aids may serve certain collateral motives:

1. As an aid to creating interest. We must first gain attention; but attention is of a passive character—a reaction of the mind that is stimulated from without. Interest on the other hand is an active impulse of the mind generated from within. As has often been said: We give attention, but take interest. But, although an active impulse of the mind, interest may and in one sense must be stimulated by first gaining the attention, and this may be accomplished more readily perhaps by visual presentations than in any other way. This is especially true with younger classes of students but may also be true with the more mature.

Accordingly, in this connection, visual aids should be used along those lines and in those courses of study in which the student at any given age ought to be interested. Interest, when it is lacking, is the most difficult of all mental attitudes to generate, and every instructor well knows what a distressing impediment the lack of interest is, and is always ready to

welcome any accessory incentives in addition to the subject matter under investigation.

We are spontaneously interested in various objects, and to see clearly what pertains to such objects may arouse a passionate and abiding interest in the subject to which it belongs. A wise use of visual aids in this way may stir an otherwise sluggish mind, with no apparent interest in his studies, to enthusiastic interest in them.

But interest is self evidently secondary, for we must first see and know something of the object of our thought before it is possible to have an interest in it. Hence, in all empirical things, it is necessary to actually experience our objects—to see them—in order to be moved with interest in them. If the objects are not at hand for immediate observation, then visual representations of them are the best possible substitutes. Of course the constitutional differences of individuals, their personal equation, modifies the determination of their interests. But the aim of instruction must be to transform mere spontaneous and passive interest into that which is active and abiding.

In order to gain attention we must create an interest, and interest can be aroused only by gaining attention; they are evidently mutually dependent. But attention oftentimes may be gained, especially with younger students, by means of visual presentations, which could not possibly have been accomplished by merely appealing to their thought, unaided by such concrete representations of the objects under consideration.

2. As a stimulus to feeling and emotion. It is a well-known psychological fact that whatever stirs the feelings and emotions deeply makes upon us the most lasting impression, that whatever moves our feelings profoundly invites us to give more definite attention and specific interest to it. But since the impressions and the observational noting themselves are more definite and pronounced in such emotional experience, the better accordingly are the objects themselves remembered; and since it is what we remember that we have really learned, it follows that we learn best that which kindles in us deep and abiding emotions.

But the human mind is objective in its procedure; it comes to a consideration of its own processes and to abstract thinking only gradually. Accordingly the immature and untrained mind is moved to attention, interest and feeling largely by sense-impression—pre-eminently by what is seen. Visual aids therefore may supplement objects themselves by way of deepening the emotions and therewith establishing abiding impressions. This in itself, in many ways, would be great gain in the process of knowledge. We remember better when the emotional element is present. In this connection we may incidentally note that imprinting and retention are apparently psychologically distinct processes; for in cases where abnormal emotion prevails, as in the insane, they have an exaggerated capacity to note objects, but are able to retain or reproduce little or nothing.

3. As an aid in establishing associations. It is a well-known psychological fact that what concerns us personally most of all interests us. Hence as far as possible the objects of our thought must be associated as closely as may be with our every-day lives and common mental possessions. Visual presentations stimulate the mind to relate the object under consideration with the apperceptive mass, and thereby lays the foundation for permanent knowledge of the given matter.

Relative Values of Visual Aids.

Visualization pertains to every kind of phenomena observable by means of the sense of sight. But there are relative values to visual aids which are used to represent actual things. In fact we may divide the entire field of visual phenomena into that of: (1) natural phenomena. These include all the processes of nature when left untrammelled and unguided to work out her own free ends; (2) artificial phenomena. By this we mean to include all the works of man—tools, machinery, painting, sculpture, architecture and devices of every character. In this case we have nature modified by art.

Visual instruction should direct its efforts primarily toward knowledge of natural phenomena for this can be obtained in no other way; whereas artificial devices may be imitated or originally con-

structed by the individual himself. Furthermore in the processes of knowledge the mind has to do both with that which is real and that which is merely imaginative. Visual instruction should confine itself in the main to that which is objectively real, leaving the merely imaginary to the legitimate process of imagination. It may be held that works of art, which ideally present objective facts, are dubious helps to knowledge. It is probably better in such circumstance to use actual pictorial representations of the objective situation and leave the student free to his own imaginative devices to construct the mental picture for himself. Imagination is a most important function of the mind and it is certainly not well to eliminate or curtail it. Imagination may be of two kinds: (1) reproductive, and (2) creative. The former seeks to reproduce in the mind an exact portrayal of what it has experienced in the past; the latter is not dependent upon specific past experience of definite concrete things, but utilizes the basal elements of past experience and combines them in novel ways so as to form a completely new object of thought to the mind; this is the sphere of invention and creation. Since children particularly have most vivid imaginations it is wise to leave a large field for its exercise and development.

The Aim of Visual Instruction.

The end or purpose of visual instruction is the formation of a picture in the mind of the learner corresponding to the objective reality, and since purely imaginary pictures are not copies of reality—other than objects of art—they cannot safely be used as visual aids in that they lead to no true knowledge of objective facts and likewise tend to supplant the natural and ever needful activity of imagination in the individual.

It may be true that a picture, wholly imaginary, may stir emotion and thereby deepen impressions and make more lasting retention but it will probably be a retention in memory of the picture itself rather than the fact which it was intended to represent. A certain emotional and moral effect indeed may be derived from such pictures, but it seems likely to be at the sacrifice of imagination.

Methods of Visual Instruction.

Our final inquiry, and most important of all perhaps, concerns the method of observation in visual learning and instruction. The supreme end to be gained in all instruction is a vital mental reaction on the part of the student. Constructive activity on his part is the goal, and any use of visual aids which would tend to make him take a passive attitude of mind, indolently permitting the pictorial representations to supplant living thought, would be fatal to his development. Seeing pictures may thus result in no mental growth whatever, and in certain circumstances may even be detrimental to it. There is indeed the gravest danger that seeing pictures may deteriorate into a mere seeing—that is to serve no purpose but mere entertainment. This is the superlative danger, for it is the natural propensity of the human mind to fall into passivity; it has almost an infinite capacity for resisting real thought. This lust for entertainment is the theatrical stock-in-trade; there is usually, therefore, a prodigality of the scenic on the stage, with a corresponding dearth of ideas. But the mind which is caught in this slough of passivity and indolence is doomed so far as scholarship is concerned.

Visual instruction, accordingly, must not be permitted to degenerate into an entertaining show of pictures, but must be a showing of pictures with an end and purpose. This purpose is to reach the mind by means of the eye. Hence pictures should be used in a given course of study only in connection with a carefully worked out plan in harmony with the successive steps of its development. The exhibition of mere random, dissociated pictures serves no end at all, unless it be amusement, and is not first rate even for that. Such false and foolish use of visual aids is liable to destroy the mind's native initiative and leave it inert and helpless.

It is only as we study pictures, therefore, that any good results. In fact we must observe a picture in practically the same manner as we do the object which it represents, viz:

1. We should view it with a purpose or goal-idea in mind. Vogt points out

that efficiency of attention itself depends upon the tenacity with which we cling to this goal idea; the student's thought is unified thereby; in no other way can methodical and systematic observation be attained. Children at seven or eight years of age fail to observe much because they have no goal-idea or sufficient viewpoint.

2. We should begin by viewing the picture as an unanalyzed whole; then the stimuli that serve our goal-idea should be noted and raised to the position of highest importance. And this naturally leads to a more minute inspection of details.

3. We should next analyze the picture into its parts and relationships, looking at each carefully and adequately. The failure is that often the picture is viewed only as a whole—it is thought of only as a pretty picture and no more.

4. We should rationally reflect upon, elaborate and work over the facts which we have observed. Only in this way can they be assimilated with our permanent mental possessions and fully become our own. This is a most important factor, since it represents the positive reaction of the observing mind and its own constructive activity—the most vital thing any mind ever does. Action is the law of mental life.

5. Finally, we should synthesize our detailed observations and combine the various parts into a complete whole; synthesis should follow analysis. This is necessary for unity of results—a unifying of total impressions.

6. Above all there should be "the will to learn" which reacts upon attention and thus raises to clearness and definiteness the primal impressions. These impressions are at first chaotic, unsystematized and purposeless, and it is the function of observation and reflection to resolve them into system and order. Selection of what is observed and remembered is determined by interest and the direction of will. Interest may thus play a two-fold part: 1. Advantageous, in that observation and remembrance are promoted by it; and 2. disadvantageous, in that we are disposed thereby to see and report too exclusively from the chosen point of view. Thus we are prone to view only what contributes to our given goal-idea and overlook all else. Mr

Darwin himself reports that while looking for fossils in Wales there were everywhere about him indelible traces of glaciers, but that he at that time saw none of them.

The great practical utility of pictorial representation, therefore, must be evident to all. The service of modern illustrated journalism and the moving-picture institutions, particularly in certain kinds of

their exhibits, is immense by way of leading to correct and adequate knowledge of objective facts. And the state does well in recognizing the fundamental importance of visual instruction in the schools, not only as the sole means of correct knowledge of all objective facts, but, when properly used, as one of the most vital and fruitful sources of mental culture and discipline.

THE ADAPTATION OF MANUAL TRAINING TO COMMUNITY NEEDS

E. T. Taylor, Normal School, Plattsburgh.

IN considering the adaptation of Manual Training to community needs it is well to remember that we are not opening up a new idea. American education has always included manual training in its curriculum and whenever this training has been successful it has invariably been closely related to the community.

Our first courses of manual training were not recognized by the schools. They consisted of the rough toil of those brave men and women who, in the days of our colonial history, penetrated the forest and blazed the trails that are now the highways of our commonwealth. Even in more recent times the scanty curriculum of the little "red school house" combined with the imperative tasks of an isolated farm furnished the educational basis upon which many a successful, and some eminent men have laid the foundations of their careers. To be sure, the manual training comprehended by this limited educative process had not then been reduced to a "series of logically related tool exercises" embodied in either an "abstract" or a "concrete" course of "models," but it was very closely adapted to the needs of the young man's community and it must have been an efficient complement of the "three R's;" for the point is, that together they did the business. We say that such men were self-made men. This is not quite the truth. They were at least rough hewn into the likeness of useful members of society by this wholesome school of imperative experience. The point in this connection that is pertinent to our theme is that the

manual element, the "manual training" if you please, that was included in this elementary course of study was perfectly articulated, with, rather it was identical with the needs of the community life.

The community of the early days of our national life was much more easily segregated for analytical purposes than is the complex community of our day. A much smaller number of people then composed a community unit, for specialization and transportation were undeveloped. Each country homestead could easily exist by itself if need be, for a whole long dreary winter with never a demand upon the outside world for the necessities of life. Manifold were the tasks of this miniature community and it is not difficult to understand how they provided a wonderful course in manual and domestic arts for the young people, a course that was in every sense of the word adapted to the needs of the community.

But with the development of easy communication and transportation the boundaries of our community rapidly widened. Transportation made competition possible; competition produced specialization and specialization in turn produced the complexity of present economic existence, until now there is no such thing as a true industrial community complete unto itself. The members of the present day community are all specialists. The only approximately general industrialists that I can think of are the housekeeper, the farmer and the school janitor and these three are so far

affected that any of them would promptly resent being called a jack-of-all trades.

If adaptation to community needs is interpreted as the furnishing a preparation for the manifold vocations that arise in this specialization, then adaptation will never be attained. Such a programme would mean the duplication of our myriad specialized industries in the training afforded by the school and their very multiplicity precludes this. Of course there are some large towns with predominating industries where the problem is comparatively easy to solve and then there are always a few definite trades or vocations represented in every community that provide apparently a logical basis for vocational courses. But I will venture a safe guess that could the facts be ascertained, we should find that the majority of pupils benefiting by such courses ultimately engage in some other calling than the one foreordained for them by virtue of their school training.

America means equal opportunity. That is the meaning of our democracy—at least, that was the original intention. Industrially, however, America as she is to-day falls pitifully short of this ideal, but youth is ever optimistic and by far the majority of our schools are, fortunately for the future, made up of pupils who insist upon being just "general purpose" youngsters,—those youngsters who have not yet been pigeon-holed by fate, by adversity, or by the vocational guidance expert, who insist that they be allowed that greatest of all educational experiences, the privilege of finding their own bearings, unhampered by school, or State, or social conditions. It makes no difference how early or how late the course of school experience may end, from a democratic point of view, that course is a failure if, after having endowed its graduate with certain fundamental ambitions and resources, it does not leave him a future to make for himself.

Besides the spirit of true democracy that must underlie all of our education there is another generally accepted theory that argues against too abrupt a diversion of adolescent training into specialized channels. This theory holds that the growth of the individual epitomizes the

growth of the race. Specialization is the last word in our civilization, the attribute of a mature humanity. The very soul of youth protests against it. Curiosity, adventure, the desire to try the unknown, the chafing at present restrictions are primal human instincts, and primal instincts are forces implanted by nature to lead expanding life along the pathway of development. To throttle, then, this experimental instinct of youth means the arresting of development. This call of the untried coming to us out of the rosy mirage of future years is God's device to spur us on to larger life. These things explain the constant, restless striving of humanity, our oft-repeated toilsome readjustments with environment by which humanity keeps up a sort of rotation of crops that prevents the otherwise "small potatoes and few in a hill."

Now when we interpret the needs of the community in terms of the needs of modern, specialized industry and attempt to fit our manual training courses accordingly, the foregoing conditions render our efforts abortive. It is clear that the healthy correlation that we so much desire between school activity and community life must be based upon some other conception of community needs. And here follows the solution of the problem. Communities analyze much more easily into homes than into industries. All true homes have constantly arising needs that must be as constantly met by the members of the family. Just as these homes in the composite make up the community so these needs in the composite are the needs of the community. Now the providing for these needs by the members of the family sets up that activity that is one of the first essentials of true home life, and the wisely trained boy or girl has his or her part in this activity. The community of our theme is their community. It is not the political, geographic, industrial, or social institution that we have fancied it to be but it is rather that composite environment that reacts upon the separate lives of our individual pupils. And for each separate life there is a different reaction, consequently, the needs of the community will receive as many different inter-

pretations as we have pupils. This analysis easily places something tangible before us to work upon should we as teachers, desire to make our manual training something vital to the lives of our pupils; something worth while in the community rather than another contribution to the educational "valley of dry bones."

Having thus defined the true source and character of community needs let us next inquire what may be the true nature of manual training? Going back into history we find that its first beginnings in American schools were from two foreign born ideas, the Sloyd and the Russian systems. The one was a set course of models; the other a logical course of tool exercises. They were seized upon because they were manual exercises logically arranged and ready to serve. The logical sequence of the traditional subjects camped upon the trail of the new idea and like them it promptly became academic and stereotyped. We lost sight completely of the most important truth, the fact that Sloyd was a system of handicraft perfectly adapted to Swedish rural, home life and that the Russian system was perfectly adapted to the Russian shop schools. The virtue of either course lay not so much in its content as in its perfect adaptation to certain definite conditions. Thus we missed the trail at the very out-set some thirty years ago, and we have been pretty much in the woods ever since.

It is not the content of manual training that contains the essence of its educational value but rather that it embodies the possibility of a perfectly natural correlation of school activity with contemporary needs arising in the environment of each individual pupil.

In other words, the key to the educational value of manual training is the motive behind the work, not the means by which it is done. Motive is the inception of a more or less complex psychological, industrial, social, and ethical process culminating in an ultimate result. It is the desirability of the result combined with the fascination of pursuit that sustains the interest. It has been said that the greatness of human character is measured by the sum of its

conscious needs. May we not conclude therefrom that the greatness of manual training as an educational medium lies largely in its ability to awaken adolescence to a consciousness of the material needs of community life. Seek ye, therefore, the motive with its associated result and all the rest shall be added unto you. The usability of the finished project must be our prime consideration. The so-called subject matter, the technical features of manual training are incidentals of importance to be mastered because they are essential to successful results and consequent community good, not because they are the elements of some trade or vocation into which the pupil is later to be thrust.

Manual training serves a different purpose than technical, industrial, or vocational training. Their motive is the acquisition of technical ability for some definite purpose at some later time. Consequently they should embody carefully and logically arranged courses of technical subject matter leading to some definite place in the specialization that prevails in the industrial world. Manual training has no need for courses of work. Its order and sequence are automatically established by that simple law that associates the new with the related old, and by the law of the natural growth interests of the pupil. Instead of sequential courses and doddering, pottering accuracy it should provide the facilities and the inspiration that will get something useful done, get it done because it is needed, done well and done quickly. Let us say then that manual training is a practical purpose subject, calculated to serve as a clearing house for adolescent activity and home, school and community needs; intended to train young people not only to be good but to be good for something, thereby fostering in youth a spirit which rejoices in the honor, dignity, and opportunity of any honest labor.

Now manual training has been from its inception advertised as a panacea for nearly all the ills of popular education. Of course thoughtful persons have never made such claims nor expected such results, but it must be admitted that the subject as generally taught is not produc-

ing satisfaction. Personally I have heard the manual training of our own State subjected to unqualified adverse criticism, not by the lay public but by educators who were in a position to judge intelligently and whose opinions are held in State wide respect.

Judging from the mirror held up by such critics and by current popular and pedagogical literature, much of our manual training from the standpoint of the "man behind the taxes" is a "game that is not worth the candle." This is what I mean. Mr. General Public, who foots the bills for popular education, has been assured that manual training is a practical subject. Consequently he looks for practical results, and when he discovers that his son, John, who finishes high school in June, cannot mend a bicycle tire, pack a faucet, wire a door-bell, repair a broken chair or sharpen a kitchen knife, he naturally becomes skeptical. To be sure John has brought home a number of affairs that he calls models, the most of which were relegated at once to the attic, that God given place for good-for-nothing things that sentiment prevents being thrown away. The few models that escaped the attic and made an attempt at actual usefulness promptly broke down under the strain. But when John desired to frame some pictures for his den, to build a morris chair for his father's Christmas or to mend his mother's ironing board he was told that the regular course could not be interrupted by such work and besides he was not enough of a mechanic for things of that kind, as if a fellow could "learn to swim and not go near the water." The boy is made subservient to the sequence of the course and the natural articulation of the subject with the home interests is deliberately set aside. Most of our manual training not only takes no account of home, school nor community needs but considers their projection into its activities as exceedingly detrimental. Thus the real, live, human heart of the scheme is set at nought and that part of the curriculum that by nature could be made to glow and sparkle with genuine human interest is made in very truth a course in "wooden work."

If there has been plainly a measure of failure are not the reasons for that failure as plainly evident? Let us look on the bright side. There has surely been a gratifying measure of success. The reason is easily evident. Where this success has been attained, either by wise intention or by happy accident manual training has been to the pupil a living, joyous, usable thing, brought closely akin to the needs of the community as he has seen them through the morning light of youthful vision.

From the arguments considered and the conclusions drawn thus far it appears that it is not only highly desirable but practically imperative that manual training be articulated closely with community needs. Now let us examine some of the conditions that accompany this adaptation.

Probably the best example of close articulation of school and community is a continuation school like those of Wisconsin. The description of these schools by their author, the Wisconsin State Commissioner of Education, appearing in a recent number of the *World's Work* is a fascinating story of present day achievements of pedagogical common sense. In these schools the whole curriculum has been adapted; the manual or vocational end being not only based upon but identical with industrial life. The continuation school scheme is ideal because it is as flexible as vocations are varied, because ample time spent at actual work makes the experience practical, and because readjustments are easily effected. Furthermore an honest effort is made to relate academic subject matter to the industrial motive and a financial compensation enables the pupil to prolong his studies sufficiently to escape the blind alleys of industrial drudgery.

If reports be true, another notable example of the adaptation of school activities to real life may be found at Gary, Indiana. Concerning these schools, one of the Columbus papers recently spoke as follows:

"Great claims are made for the novel school system at Gary, claims which are in a sense, an indictment of the modern home. The school is open every work-

ing day of the year. There are no vacations because the children are so interested in what is going on at school that they do not want to be elsewhere. Two hours of each day are spent in the regular academic work, the remainder of the time being devoted to shop work, housekeeping of various kinds, music, art, and recreation."

But it is not expected that continuation schools are to supplant the regular existing system and it is likely that there many valid objections that might be offered to the universal adoption of the Gary plan. We have referred to these as examples because they apparently embody the type, or at least the spirit of the adaptation that is under discussion.

From these examples it is evident that, when this adaptation is brought about, the time devoted to manual training will be greatly increased. As it is now we are allowed in most systems where manual training is included, perhaps a maximum of three forty-five minute periods per week, 108 periods per year of 36 weeks if none go by default. This means a total of slightly over 10 eight hour days per year. Remember in this connection too, that these periods are disconnected and that consequently a considerable time is lost in the ceremony of opening, closing, and passing of classes, to say nothing of that consumed in getting ready to work and in putting things away and cleaning up. A conservative estimate must place this waste at at least 25%, this leaves us with 7½ days per year or less than two months all told in the 6 years comprised in the seventh and eighth grades and in the high school. A total of less than two months of all the period of adolescence devoted to so called practical training! Absurd? Most assuredly. And yet manual training has been severely criticised by the public because that with this pitiful allowance of time it has failed to produce capable mechanics.

Now it goes without saying that this time allowance is insufficient when it comes to getting anything needed done. The day of its usefulness would be far spent before the work was well begun. Unless we can unload some of the other work from the curriculum there is no

solution to this dilemma except the Gary plan,—teach the manual training after school, on Saturdays, and during the vacations. Personally I have deliberately made this a practice and am convinced that the work thus accomplished has been superior to that done in the regular class periods, both in the educational value to the pupils and in the practical value of the product.

Perhaps this practice is not entirely commendable, but this much is certain. If the manual training has any vital articulation with the needs of the community it will out-grow three forty-five minute periods a week and pupils and teacher will often be found in the shop out of hours. The shop, moreover, will lose its traditional primness and take on a measure of the orderly disorder that indicates use and there will be a deal of chips and shavings and sawdust and some work under construction far too large to pack neatly away in the instructor's cupboard.

If there is an increase in the time devoted to the work there will be a corresponding increase in the materials used and it will soon be necessary to make the manual training department self supporting to a large extent. Gary boasts of this achievement, the State Normal School at Plattsburgh has a department that meets all running expenses except those for instruction and the idea I am sure is far from unheard of in many other places.

When, as Mr. Anthony of Fitchburg puts it, "Real Life is brought to school" pupils will no longer potter for a whole term on some trifling model of an ugly book rack, painstakingly following a painfully prepared and meaningless drawing by an equally painful and joyless series of steps according to some pedagogical, psychological, logical and scientific order of analysis laid down by the worship of sequence. Such work is inexpensive both in the material involved and in the teaching energy required to present it and it is worth just about as much as it costs, next to nothing. The youngster should have the chance to work out some man-sized conception of his own that is to fill some man-sized need in his community. The mechanical

analysis involved will be the result of the pupil's own thinking, thinking that is brought out by the same methods that are used in developing any other well-taught lesson. Such teaching requires individual instead of class instruction. To be successful the teacher must be in entire sympathy with the interests of each pupil. He must become responsive to each separate home environment. Then, when, together, pupil and teacher have planned and undertaken the job, the teacher must lead to success. This means the patience that will share with the pupil his failures and with him profit by them; the good sense that abandons the "hand made" fetich for the labor saving machinery and processes of real life; the perseverance that helps patch up the blunders of inexperience that beget discouragement; the comradeship that rejoices with youthful delight in ultimate accomplishment; and the self-effacement that does the teacher's part in such a way that the pupil will respect the finished job as the product of his own plans and labor. This is true teaching, the task that we set for him who would seek to adapt manual training to community needs.

Now as to the expense of the materials involved. Permit me to affirm that manual training that cannot easily be made to pay its way is absolutely indefensible. What is worth having is worth paying for. Of course we shall strike the argument that the schools are of a public character supported by popular taxation and that somewhere in this argument lies a reason why it is wrong to ask pupils to pay for the materials they use. What the taxes are for is to provide instruction, not to provide charity where it is not needed. When young people produce things involving commercially valuable material, and because of their usefulness they claim those productions as their own personal property, then it is certainly due their self respect as well as to sound pedagogy that they pay for the materials used. The moment this arrangement takes effect certain standards are set up that otherwise do not prevail.

To begin with the product must be of value when estimated by grown-up no-

tions else the home will refuse to pay for useless "truck." In endeavoring to attain this standard the pupil necessarily makes the most natural possible growth toward maturity of thought and action, a growth that we must concede to comprise in a large measure the aim of all educational activity.

The product, furthermore, must be valuable in the light of the needs of each separate home involved. This introduces a variety otherwise impossible, thus enriching the content of the work and correspondingly the experience of the pupil.

Then again work that is worth paying for must be well done. Thus the self-supporting basis automatically establishes a high standard of workmanship. There are two extremes common to our manual training. The one wastes unaccountable hours for the sake of accurate constructions for which there is no need; the other wastes unaccountable material upon atrocious carelessness in the name of self-activity. Both are entire strangers to that serviceability that strikes a happy medium and delivers the goods. The world of practical things laughs at our impractical constructions and inconsistent methods and attaches but little value to the training that they afford. The economic problem demanding the attention of the present generation is the elimination of waste. When this effort reaches some of our methods of teaching what a jar they will receive? And it is a clear case of economic waste, if, in training a youngster to work out his adjustment to the needs of the community he is not taught to apply the up-to-date labor saving methods of the practical workman. Now the methods of the workman in real life are vitually related to the money value of his craftsmanship. Apply this same criterion to the products of school activities and only sensible projects and thorough workmanship will be the natural out-put.

Now, with the time devoted to manual training increased so that something practical can really be made short of the morning of doomsday; with the motive for the activities springing strong and vital from the pupil's community relationship; with the results of the pupil's

work tested by the standard of usefulness, and his expense account so taken care of that he is neither a beggar, a public charge, nor a juvenile grafter, there develops presently in our youngster the unmistakable air of a man of business. He has found himself,—has discovered a tangible relationship between himself, the things he is able to do and the community in which he lives and its many and various material needs. Such a boy is more than likely to show up some fine day with an "order" that he wishes to fill and for which he is to receive compensation. Then real life has come to school in earnest.

"Order work" undertaken in the school shop is proof positive that manual training has in reality been adapted to the needs of the community. It is conclusive evidence that pupils are acquiring skill and habits of industry and thrift; that the work produced is of excellent quality, if not superior to similar work to be found ready made in the open market; that the school has actually come into such close touch with the community's needs as to compel the community's attention, earn its respect, and enlist its co-operation. To many the idea of filling orders in the school shop may appear "unsound doctrine." The ignorant element in organized labor is likely to protest. But such things to the contrary notwithstanding, the idea is entirely defensible. Not only does it indicate a healthy state of affairs but it enriches the content of the subject, develops the pupil's business sense, and may be to him a legitimate source of revenue that will prolong materially his school life.

But if order work is undertaken by our well ordered and enterprising manual training department it should go without saying that none of the needs of the school that fall within the capacity of the equipment go elsewhere to be cared for. The school itself is certainly that part of the community whose needs demand the first consideration. Yet there is many a manual training teacher, even at this late day, whose sense of the fitness of things is so blunt that he declares emphatically that his department

is "no repair shop;" that "it does not in any sense exist for the convenience of the school;" and who bids the long suffering janitor with his perennial tinkering keep to his own side of the fence. Permit me to affirm that there is something radically wrong with a high school manual training department that does not do by far the bulk of the school's repairs. The gentle, longsuffering, taxpaying, general public ought to forcibly eject such a manual training department into the dismal chaos of that dumping place that is prepared for useless things. Not only should the manual training department look after the repairs but it can easily produce much of the new equipment. Its own equipment should be intelligently planned with these things in mind.

But there is an element of danger in this scheme of adapting the manual training to the needs of the school,—the danger that some one will forget that the school exists for the pupil and not the pupil for the school. Of course it is needless to say that the prevailing spirit of the time is that which asks "What shall I get out of it?" a spirit that aims to do that which is required but no more. Youth should be taught that the pathway to success is not trodden by men of this stamp but rather by those whose evident spirit of usefulness renders them indispensable. There is very little difficulty in securing in pupils that spirit of loyalty, of helpfulness, of school pride that will lead them to do willingly the work that is needed by the institution whose only excuse for existence is to render service to them. But pupils who are capable of doing work for the school are generally a special few whose diligence and application both in season and out of season have developed in them a degree of skill and judgment above the average. Such pupils are not the ones who live in the lap of luxury and the spirit of fair play should allow them a fair remuneration for work involving skill and any considerable amount of time.

Has it never occurred to you that the practice of furnishing free textbooks, pencils, paper, manual training supplies, and many other similar things is both

poor pedagogy and bad business practice? These things constitute a sort of an elementary course in graft. Pupils say "What do I care? I don't have to pay for it." When such pupils become men they say "Never mind the expense, the State is rich." Could there not be established under school conditions a sort of a clearing house scheme whereby supplies, lunches and like things would be furnished in return for services rendered? Such an arrangement would take some time and thought to perfect but it certainly rests upon economic common sense and so far as the problems mentioned are concerned it "would kill two birds with one stone."

Now the last and most important requirement in the adapting of manual training courses to community needs is the teacher and that teacher must be a democrat, that is, he must be a man who believes in democracy in education, who believes that for the majority of American youth, that educative process is best that is so general in its character, that, when it is built upon according to the judgment of maturer years, it will support whatever life structure that natural aptitude and the opportunities of a democratic social order may afford. He must understand that industrial efficiency without industrial democracy is weak; that coupled with productive ability must be the ability to share intelligently "in the responsibilities and benefits of organized society."

He must be in love with his work. I once heard a so-called teacher of wood-working say, when some bit of school repairing presented itself that he "wished they would keep that kind of work out of the shop," for he "always had hated carpenter work. What he was there for was to teach manual training." This sort of a teacher will not take pleasure nor be of use in our scheme of adaptation.

Our teacher must be able to bring the practical methods of real life into the school shop for we propose that the product of that shop shall be practical things for practical purposes and practical things come only of practical methods. The teacher, therefore, must be a practical man, but he must likewise be a

visionary man for he must be capable of remaining perennially young that he may always see the visions of youth. He must understand that he is teaching youngsters and not carpentry and joinery or any other such thing. Many other things must he be but chiefly among them he must be a minister. I do not mean a clergyman but a minister in the sense that the Great Teacher had in mind when he said "If any would be great among you let him become your minister." His must be the ministry of service for he must not only comprehend and minister to the educational needs of his pupils, but must seek out and understand the needs of the community as the basis of his pedagogical practice.

Now we have segregated the community and analyzed it into tangible elements. We have discussed the nature of manual training and pointed out the inter-relationship of one to the other. We have noted quite fully some of the conditions and advantages that arise when this natural relationship is consistently considered, and we have hinted at the qualities that must be found in the teacher who is able to adapt a course of manual training to the needs of a community. Theories generally precede practice. This theory is the outgrowth of practice. Its essentials have been tried out and we know that they will work. We therefore, herewith, submit it as the only method that can save the manual training of our general purpose school from the oblivion that awaits the inefficient.

The happiness of your life depends upon the quality of your thoughts; therefore, guard accordingly.—*Marcus Aurelius.*

Precept is instruction written in the sand—the tide flows over it and the record is gone. Example is graven on the rock, and the lesson is not soon lost.

There is no "age limit." Many of us do not learn how to live until we are past fifty. Gladstone at eighty-six was brilliant. Goethe at eighty-four found life full of interest. Men are never old until they think they are.

RURAL SCHOOL HEALTH WORK

Louis W. Rapeer, Ph.D., Professor of Education, Pennsylvania State College

RURAL school health work is an effort to use the principal public institution of the people to help them meet one of the principal problems of life. We have suddenly awakened in this country to a realization of the fact that we are falling far short of a reasonable and civilized standard of health promotion. Preventive medicine and development of educational measures place us in a position to eliminate half of our lowered vital efficiency, physical defects, sickness, and premature death. When we learn that one-fifth of the persons annually born in our United States die in the first year, that one-fourth are dead by the age of five, and that about half are dead by the age of twenty-five; when we see the success of whole states and enormous congested cities in lowering the morbidity and death rate; and when we get such estimates from groups of experts as 85 per cent. of preventability for typhoid and 75 per cent. for tuberculosis, we are ready to conclude that if education is really to educate it must contribute its share to the amelioration of disgraceful health conditions.

This is not an academic problem of the working people and of the rural population. From extensive studies of mortality statistics and the data of private and public insurance agencies here and abroad, as well as from many special studies, we learn with respect to the illness problem that there are in this country not less than 13,000,000 cases of sickness each year among those engaged in industrial pursuits. The effects of such illness are well known. Illness reduces bodily efficiency, causes losses of work and of wages, and frequently ends in death. Webb, Devine, and other social students and workers are agreed that from the sickness of workers is directly due over 25 per cent. of all poverty and destitution.

Rubinow, in his *Social Insurance*, reports that in Austria where the government insures workers against illness and where accurate records are kept of the illness problem of workers, with nearly three million workers insured in 1907,

there occurred 1,623,000 cases of sickness, causing a loss of 28 million days. Fifty-three per cent of the entire working army suffered such loss, and the average time lost was 17 days each. How much of low vital working efficiency there resulted could not well be measured.

In Germany, with over thirteen million insured against sickness, there were (in 1908) 5,200,000 cases of illness, or 40 per hundred persons, and the number of days lost was 104 million, or 20 days for each case of sickness, and an average of eight days for each of the thirteen million insured.

Of course, these are only partial costs since the public taxation for public hospitals and other such health agencies is not here included, and still other costs are omitted. Since we have as yet in this country no such systems of social insurance we do not yet have accurate statistics of the health problem of our own workers. But these illness losses may from several sources be computed as an average of over two weeks of work and not far from 5 to 15 per cent. of the workers' annual wages, including medical, burial, and other such expenses, both private and public. When we study the annual wages of our workers, a large proportion of them now being industrial wage-earners of the factory type, and find that the median annual wage is not far from \$650 to \$700, and that this sum is hardly up to, and certainly not above, the minimum amount necessary for a family with which to maintain a minimum standard of living—when we see our industrial population working so close to this minimum—then we realize what the direct and indirect loss of even one-twentieth of the annual wages for sickness really means, especially when we learn further that about 50 per cent. of it is reasonably preventable. Our working people can not afford it.

In a recent investigation, Dr. Thos. D. Wood discovered that the health status of rural school children is on the whole as bad or worse than that of city children, contrary to a general opinion.

The general problem of health and normal recreation for adults in the country is also as great or greater than in most cities even though we find that the death rate is not as high for several causes of death. In a recent survey of rural school hygiene in Pennsylvania the writer was able to display the sanitary conditions of 7,375 rural schools as reported by medical inspectors to the State Board of Health, to show from U. S. Mortality Statistics the principal causes of death in order of frequency for the children of the state and for the entire rural population, and finally to show the ailments of the rural school children as found by the above mentioned school physicians. Two of these tables are displayed below:

DEATHS OF CHILDREN OF SCHOOL AGE IN PENNSYLVANIA, 1912

Selected from National Mortality Statistics
Thirty principal causes of death in order of frequency for sum of all ages

	Lower Elementary School Age	High and Gram- mar School Age	Total School Ages
Total for all causes....	1,202	1,614	2,816
1. Accidents (total).....	368	749	1,117
2. Tuberculosis (total).....	189	895	1,084
3. Diphtheria	497	116	613
4. Pneumonia (total).....	148	243	391
5. Heart disease, organic....	101	288	389
6. Typhoid fever.....	77	254	333
7. Appendicitis	57	189	246
8. Scarlet fever.....	152	42	194
9. Broncho-pneumonia	109	48	157
10. Rheumatism, articular....	55	93	148
11. Meningitis (total).....	61	63	124
12. Bright's disease.....	35	80	115
13. Puerperal state.....	0	104	104
14. Endocarditis, acute.....	34	63	97
15. Nephritis, acute.....	42	53	95
16. Measles	68	24	92
17. Diarrhea and enteritis....	66	21	87
18. Diabetes	15	49	64
19. Hernia, intestinal obs....	18	54	72
20. Tetanus	29	23	51
21. Epilepsy	9	42	51
22. Peritonitis, simple.....	18	32	50
23. Suicide	0	48	48
24. Bones, diseases of.....	17	30	47
25. Stomach diseases, others	29	15	44
26. Spinal cord, other diseases	22	22	44
27. Cancer (total).....	22	19	41
28. Pharynx, diseases of....	20	15	35
29. Influenza	10	20	30
30. Ears, diseases of.....	10	14	24
(Small pox)	10	1	11

Note—This table shows the causes of death of children of school age according to the diagnoses sent in to the State Department of Health and by it forwarded to Washington.

It shows the thirty diseases which are most destructive to child life at these ages. Nearly 3,000 children and youth of school age died during the year. The means of prevention along the lines of education, developing bodily resistance through exercise, careful and frequent inspection and follow-up work, annual physical examinations, looking out for carriers of infectious diseases such as typhoid and diphtheria, and thoroughgoing school, home, and community sanitation, are all problems for rural schools that if met would help the rural population to solve its principal life problems.

THIRTY-SEVEN CAUSES OF DEATH FOR THE ENTIRE POPULATION IN THE RURAL DISTRICTS OF PENNSYLVANIA ARRANGED IN ORDER OF FREQUENCY

The total number of deaths in the Rural Districts, 1912, were 54,209. (U. S. Mortality Statistics.)

According to Fisher's tables, 23,000 of these deaths of country people were reasonably preventable.

Cities are defined as municipalities of 10,000 or more population, rural districts regions with less.

1. Heart disease, organic.....	4,880
2. Ext. causes, accidents.....	4,633
3. Diarrhea and Enteritis.....	4,272
4. Tuberculosis	4,249
5. Early infancy other disease.....	4,011
6. Apoplexy, cerebral hem.....	3,366
7. Pneumonia	3,479
8. Nephritis, acute.....	2,593
9. Cancer	2,504
10. Bronchopneumonia	1,942
11. Stomach, other dis.....	1,024
12. Diphtheria and croup.....	973
13. Old age.....	881
14. Ill defined diseases.....	818
15. Bronchitis	789
16. Malformation	776
17. Typhoid	681
18. Arteries, diseases of.....	680
19. Paralysis	565
20. Convulsions	363
21. Influenza	506
22. Whooping cough.....	491
23. Diabetes	471
24. Measles	454
25. Liver, cirrhosis of.....	433
26. Hernia, intestinal ob.....	398
27. Meningitis	367
28. Angina pectoris.....	328
29. Rheumatism of heart.....	259
30. Paralysis of insane.....	256
31. Spinal cord diseases, other.....	240
32. Pulmonary congestion.....	235
33. Puerperal septicemia.....	228
34. Scarlet fever.....	220
35. Appendicitis	207
36. Liver, other disease of.....	201
37. Epilepsy	200

Note—Only 881 of the 54,209 persons died of old age, less than two per cent. Most of the deaths under Nos. 3 and 5 were due to the ignorance of mothers, mostly native-born mothers, too, few of whom have had any school training for parenthood and home-making.

What are we going to do to help the rural population meet this life situation in which less than two per cent. are reaching the age of "three score years and ten" and when thousands go through life debilitated, maimed, and wronged by diseases and defects of a preventable and easily correctable character from which they suffered in early life? In the first place we must get acquainted with the facts! Prospective teachers in the normal and other training schools as well as teachers in service must be educated along modern school health lines. A large number of free bulletins, such as the epoch making bulletin of the U. S. Bureau of Education by Dr. Dresslar on "Rural School Houses and Grounds," and a growing number of valuable books are to-day easily obtainable where five or six years ago such literature was not available.

The courses in general hygiene in our elementary and high schools should be improved in the direction of more time, better teachers, and better texts. Practical personal, public, community, and occupational hygiene should be taught, not merely for giving health information but for developing workable health ideals and habits. The large number of persons going directly from high schools to the classrooms as teachers may well have special training along the line of school hygiene in the high schools.

For the graduates of our normal schools to go out as rural school teachers without a thorough-going study of rural life and education and a similarly thorough course in rural school hygiene is little short of criminal, considering the demonstrable needless deaths and illnesses due to ignorance of practical school hygiene on the part of the teachers. The simple essentials of medical supervision, school sanitation, physical education, the teaching of hygiene, and the hygiene of methods of teaching and management can be treated in a course one term in length, and this should be a required minimum.

A selected group of school-health handbooks for teachers, superintendents, physicians, and nurses is as follows:

Allen, "Civics and Health."

Bancroft, "Games for Playground, Home, School, and Gymnasium."

Burk, "Health and the School."

Cabot, "Volunteer Work in the Schools."

Coleman, "The People's Health," for upper grades and high schools.

Cornell, "Health and Medical Inspection of School Children."

Cruickshank, "School Clinics."

Curtis, "Play and Recreation in the Open Country."

Chisholm, "The Medical Inspection of Girls in Secondary Schools."

Denison, "Helping School Children."

Ditman, "Home Hygiene and the Prevention of Disease," for home and school.

Dresslar, "School Hygiene."

Foster, "The Social Emergency," a book on sex hygiene and education.

Gulick and Ayres, "Medical Inspection of Schools."

Gulick series of hygiene texts for elementary schools.

Hoag and Terman, "Health Work in the Schools."

Johnson, "Education by Plays and Games."

Rapeer, "Educational Hygiene" (in press).

Rapeer, "School Health," a handbook for teachers (in preparation).

Rapeer, "School Health Administration."

Rapeer, "The Administration of School Medical Inspection."

Richards, "Hygiene for Girls."

Ritchie hygiene series for elementary schools.

Perry, "The Wider Use of the School Plant."

Sill, "The Child," good for the home as well as lower grades in school.

Terman, "The Teacher's Health."

Terman, "The Hygiene of Instruction" (in preparation).

Terman, "The Hygiene of the School Child."

Tolman, "Hygiene for the worker," good for industrial hygiene in upper grades.

Wood, "School Sanitation" (in preparation).

Beside these books there are many free pamphlets issued by the United States Bureau of Education and by various state boards of health and boards

of education, procurable for the asking. Kingsley's book on open-air schools, entitled "Open Air Crusaders" may be obtained free of charge, or for the postage, from the Elizabeth McCormick Memorial Fund, Chicago. Any teacher can build up a free library on most phases of educational hygiene for her school or herself with little trouble.

Next must come a strong system of medical supervision for rural districts. With this great work now in the hands of the State Department of Education in New York and with a first class educational hygienist as director for the entire state and with the prospect and sense of the need of rural school nurses, this matter will soon be well taken care of. A great responsibility rests on New York for making this work a success and for planning a system that will prove a permanently successful example that will not have to be revolutionized in a few years. Along with this will come the school health education of your district superintendents and perhaps the appointment of district or county educational hygienists to give that close supervision which has been found indispensable for good school work of a more scholastic character. In each case the special supervisor of this kind should be both a physician and a physical educator, one who is able to guide and control all phases of educational hygiene including medical supervision, physical education, school sanitation, the teaching of hygiene, and, fifth, the hygiene of methods of teaching and management. This kind of work is the big problem in most states. You are near its solution. In Pennsylvania, unfortunately, although we have a state-wide system of medical and sanitary inspection, the work is in the hands of the State Board of Health thus introducing divided control which will yet have to be changed.

Every careful survey of school sanitation in rural districts is terribly depressing. If you do not want your faith in democracy shattered do not visit many rural schools on tours of sanitary inspection. Our survey shows that of 7,375 rural schools inspected 6,730 were insanitary in one or more respects. Dreslar's bulletin mentioned before is the

first volume on this subject in our language of any thoroughgoing character. I cannot enter into all the phases of so great a problem here. Anyone can get this bulletin, however, and the one on Sanitary Requirements for Rural Schools issued by the national associations of education and medicine, Dr. Thos. D. Wood, Columbia University, Secretary. Many states are printing very suggestive bulletins along these lines, such as those of Michigan, Missouri, and Minnesota. The writer will soon have an article published on the same line in the new magazine, "School and Society," entitled "The Standardization of the Rural School Plant." This gives in brief compass the chief sanitary and other physical requirements of rural schools, classifying them into six groups.

(The speaker here gave many of the standards with respect to school sanitation and dwelt upon the newer principles of ventilation which tend to eliminate deficiency of oxygen and increase of carbon dioxide as the factors in poor ventilation, and called attention to the researches of Hill as given in the bulletin of the Smithsonian Institution, Washington, D. C., entitled "The Relation of the Atmosphere to Our Health," and to those of Bass, McCurdy, Gulick and others as given in the Proceedings of the Fourth International School Hygiene Congress, Dr. Thos. Story, College of the City of New York, Secretary. The saving of about half of the fuel cost with the system of recirculation of air will undoubtedly lead to extensive investigation. The New York Commission on School Ventilation now at work has already made some striking conclusions.)

Play and recreation in the country are much needed by old and young. The rural population in many counties and whole states is actually decreasing and far too many of our youth find the farm a dull, sordid place of all work and no play and are leaving it for the cities. The rural school should meet, or help meet, the needs of rural life and it has a fine opportunity at this point. I need but suggest the value of Curtis' book on "Play and Recreation for the Open Country" at this point. Many recreative and educational games and plays should

be taught country children; apparatus for play should be on every rural school ground; the rural school should be made an evening recreational center for old and young; and a more joyful spirit should pervade the school life. A teacher who will not get out on the playground at recesses and play with the pupils is only half a teacher. For her own health and poise, and for better attainment of the goal of life she should regard play as an opportunity. Play should be a part of every course of study and teachers should be trained and tested along the lines of play, games, recreations, calisthenics for the classroom, and the construction and use of play apparatus.

No teacher should go into the school from normal schools who does not understand how to lead in folk dancing. By the use of movable school chairs instead of desks screwed to the floor the classroom can be put to most of the uses of a small gymnasium.* If the rural school is to be used as an evening social and recreation center there is no reason, except the narrow prejudices and traditions that are driving boys and girls from the farms, to keep folk dancing out of the rural school for the youth and adults of the neighborhood. City schools have long had such advantages. One big reason for the consolidated school is the better opportunity it affords for such a social and recreation center with youth in attendance in sufficient numbers to make some social life possible. To eliminate the prejudices, we need wise guidance and publicity. Demonstrations may well be held at every county institute. The use of pictures of children and youth engaged in such plays, games, and dances will do much to make them gain in favor. Let us lead and educate the people rather than attempt merely to drive them by legislation. Legislation is good but education is better. Both are desirable.

Some specially helpful free (or free for the postage) bulletins are:—Curtis, "The Reorganized School Playground" (ten cents), Supt. of Documents, Gov-

ernment Printing Office, Washington, D. C. "A Practical Recreation Manual for Schools," State Board of Education of Oregon.

"Play and Athletics for Virginia Public Schools," State Department of Public Instruction of Virginia.

Sample copies of the "Playground," a monthly magazine, may be obtained at the Playground offices, No 1 Madison Avenue, New York. It should be in every school where the play life of children is made a feature. The Hammer-Perry bulletin of the Sage Foundation on "Recreation in Springfield, Ill.," is of immense value.

Most rural school playgrounds are too small but few are well used as they are. The excellent work done by several county superintendents of Pennsylvania in organizing play festivals and school-field meets as well as organized play activities at the schools are worthy of wide emulation.

The text-books for teaching hygiene used most commonly in the rural schools are not the best. Older texts emphasizing principally the anatomy and physiology of the human body are quite common, but the newer books dealing with how to live healthily and happily in this world are making their way. We need hygiene books especially constructed for rural schools. Since each township selects its own text-books in this state, it has been difficult to learn of the actual texts that are generally used, although the answers to questions asked teachers assembled in several county institutes seem to support the above conclusions.

Teachers should learn to teach hygiene in such a way as to create habits and ideals of healthy living. By daily questioning the pupils about the ventilation of their sleeping rooms, about their use of a tooth brush and visits to a dentist, about the drinking of coffee and tea, about bathing and washing, about hours of sleep, about their food, and many other matters, a teacher may gradually change the health habits, ideals, and standards of a community. The suggestions given in Hoag and Terman's book previously mentioned are helpful. Every case of sickness of the pupils and every case of physical defects may be

*Such as the Moulthrop Movable Chair-Desks.

utilized in one way or another without offence in developing right attitudes toward the health problem and right habits for solving it. As suggested before, teachers and county superintendents and supervisors must first be educated along health lines. With the present large number of valuable books there is no excuse for ignorance along these lines. A volume on school health can be read in a few evenings spent as concentratedly as teachers read novels.

The poor arrangement of programmes of study, the irritating methods of management and discipline, the lack of tact and control, may all be means of lowering the tone, and consequently the health, of the classroom. Just as a well lighted, and well tinted room with beautiful, restful and suggestive decorations may be a great means toward joy and health, so may the teacher's method of teaching and management be a benediction or its opposite. Rooms and teachers observed seem to require this suggestion.

Through these five divisions of work will your rural school health problem be met. The great advance you have made here to-day in organizing the first division of school hygiene in the history of this State Association shows that you here have leaders who are going to bring back into human life something of the breadth and fundamental character of the education of the ancient Greeks who revered Hygieia and made health and physical education the foremost object of their endeavors. It is strange that the division is being formed so late, after the Association has been in existence for fifty years or more, but this is the story for all other states. The reawakening of the physical conscience of school masters and of the general public with respect to school hygiene has come about in the last few years. I congratulate you upon the opportunity to take the great public interest in this question and your present splendid scheme of administration and utilize them for making in the Empire State "growth more perfect, life more vigorous, decay less rapid, and death more remote."

As a further suggestion of what we are doing in Pennsylvania along these lines I add the recommendations which I have so far made to the State Educational Association with respect to rural school hygiene in that state. They may contribute further to the concreteness and suggestiveness of this decision.

1. That the Association continue the study of rural school hygiene in Pennsylvania, and that definite means for securing improvements be organized by the Association.

2. That the state administration of medical and sanitary inspection of schools be taken out of the hands of the State Board of Health and placed in the hands of the State Department of Public Instruction.

3. That county administration of rural school health provisions be in charge of the county superintendents and county boards of education, if provided, and that it include school nurses under competent supervision.

4. That the State Department of Public Instruction appoint an educational hygienist to promote school health progress in all districts.

5. That the State Department of Public Instruction engage more vigorously along several lines of health promotion.

6. That if the state administration of medical and sanitary inspection cannot be placed in charge of the State Department of Public Instruction, the appropriations to the Board of Health for this purpose be greatly increased in order to provide school nurses, competent supervision, and certain other features.

7. That the school code be modified to provide for mandatory medical and sanitary inspection in all districts of the State, more satisfactory administration and enforcement of the vaccination law, greater educational publicity with respect to plans and standards for rural school-houses and grounds, lighting preponderant from the left, and better enforcement of the law against lighting from in front of the pupils, a classroom temperature while school is in session not higher than 68 degrees Fahrenheit, a direct reading hygrometer in each school with provision for its use in providing

satisfactory air conditions, for keeping all outside doors of schools unlocked unless provided with "panic bolts" easily manipulated by any elementary school child, and for a satisfactory drinking water supply on school grounds.

8. That the health education of our prospective teachers and superintendents be greatly improved in the high schools and normal schools, and while in service.

9. That only light-colored, translucent shades be used; and that the suggestions regarding the value of fumigation of buildings be carefully investigated and reported upon to the Association.

10. That far more attention be given to rural play and recreation.

11. That the teaching of hygiene be improved by better methods, better texts, better prepared teachers, social center activities, school nurses, and a closer correlation with the health needs and conditions of country children and parents.

12. That state appropriations be withheld from districts in which school buildings and grounds are not in a thoroughly sanitary condition.

SPEECH DEFECTS AND SOME METHODS FOR THEIR TREATMENT

Mrs. Mary Kirk Scripture, New York City

WHETHER speech defects are caused by after-effects of children's diseases, imitation, traumatic shock, left-handedness, speech conflict, puberty, environment, or particular habits, statistics show that there are approximately half a million speech defectives in the United States, a number far in excess of the number of blind, deaf and dumb, insane or feeble-minded. There are now but few, among the unexplained disorders of humanity, as common as stuttering. In Bluemel's "Stammering and Cognate Speech Defects" there are listed in the bibliography 432 treatises and 400 magazine articles, and it would be a comparatively easy task to add enough others to make the number a thousand; but the literature on this subject is a mass of confusion and contradiction and it may be well said with MacCreedy that there has never been a satisfactory explanation of stuttering. Lack of attention to this subject in schools is more to be explained by the fact that we know so little about this defect and how to treat it successfully.

As Browning says: Stammering is so commonly considered "an inherited weakness of the mechanisms of speech," "a developmental neurosis" (Hudson-Makuen), an infective neurosis, an anxiety neurosis (psychosexual, general, etc.) or fright inhibition, a disturbance of the

cerebral or cortical speech centers, "a transient auditory amnesia" (Bluemel), "a spastic inco-ordinations-neurosis" (Fuld-Romberg, similar to Kussmaul's designation as a spastic co-ordinations-neurosis), ataxia of the speech mechanism, an associative aphasia (Hoepfner), a mental tic, a disturbance of the will, a psychosis, "a diseased state of mind" (Scripture), or something intangible and speculative, that it seems crude to offer any simple comprehensive interpretation.

To say that stammering is the result of fear (a phobia), fright, psychic insult, amnesia, auto-suggestion, mental confusion, multiple thought, sexual suppression, lack of confidence, or what not, fails to explain essential features of the disorder. Such things may be in play at times, but do not account for the underlying condition.

Nor is the claim any more satisfactory that, "many, perhaps most, cases find an immediate cause in imitation" (Dessler, 1913) "although that may on occasion be the exciting factor."

We hardly know with whom to agree. However, whether we decide that the great shuffling of terms is causing much confusion or whether the defects under consideration are medical or psychological problems, or whether teachers and elocutionists are looking for the chief disturbance in the respiratory mechanism.

my chief problem at the present moment is to try to aid those sufferers who apparently have no pathological disturbances and are capable of helping themselves.

All the various discussions concerning the cause of dyslalia—difficult speech—we shall reserve for another dissertation and undertake now to state some of the treatment for both dyslalia and pseudolalia that may be of service to the teacher who is mostly interested in "results." This correction of speech defects is worthy of psychological attention for as Makuen says: "If we correct the habit, without at the same time restoring the patient's confidence in himself and his ability to speak freely, the cure will only be temporary."

"In other words, one's attempts at the verbal imagery necessary to the production of speech may be thwarted by the mental or psychic stress of one's environment."

There are many methods employed now-a-days to bring about these desired results, and some of the means employed have much merit; the things of value which can and should be used as part of a rational treatment of speech defects may be gathered from such authorities as Liebman, Makuen, and Scripture.

Liebman's method includes:

1. Singing.
2. Use of lengthened vowels in separate words and in short sentences spoken with instructor.
3. Short sentences spoken after instructor who ceases gradually to lengthen vowels.
4. Question containing part of answer.
5. Reading with no omission and no change of text.
6. Short story given sentence by sentence, patient repeating word for word.
7. Same story given connectedly. Patient repeats it.
8. Long story given connectedly but once; patient tells, what he remembers.

9. Patient must read through a story of several pages and give it in his own words as a connected whole.

10. Questions in mathematics, physics, geography, history, etc.

Taking this method as a basis for development, I have incorporated five elements into my treatment, which consists, first, of the aims—meaning the curing of pupils of their pernicious speech habits and the bodily or facial contortions which accompany such habits, by inculcating the correct habits of speech. Under correct habits of speech are included proper posture, respiration, articulation, phonation, fluency and thinking; second, of the emphasis on rhythm, as used in a rational treatment; third, of distractions as used in any rational treatment; fourth, of voice quality and fifth, of confidence. These five elements somewhat elaborated and very diversified, so that something suitable if found for the individual, make up the ground work for the following method:

1. Breathing.

- a Active calisthenics.
- b Regulation of breathing. (Breath control.)
- c Regulation and use of octave twist.
- d Regulation of breath in singing.
- e Regulation of breath in reading.
- f Regulation of breath in speaking.
- g Effusive breathing.

2. Melody.

- a Giving the idea of melody (rhythm), chanting.
- b Introducing melody into speech.
- c Introducing melody into recitation.
- d Introducing melody into conversation.
- e Training the ear to control the voice.

3. Flexibility.

- a Singing, vowel exercises, chanting (1 3, 5, 8) songs.
- b Speaking, octave twist, words, sentences, phrases, poems, prose, questions and answers.

4. Slowness.

- a Speaking with lengthened vowels.
- b Speaking together.
- c Metronome practice.
- d Speaking with sticks, foot, hands.
- e Underlining vowels while reading.

5. Smoothness.

- a Linking.
- b Vowel start.
- c Consonant attack.
- d Vowel reading.
- e Whisper.
- f Phrasing.
- g Breathing marks.

6. Voice Quality.

- a Tone placing by chanting.
- b Tone placing with vowel drills.
- c Tone placing with bee-bee-bee.
- d Tone placing with ma.
- e Sing with glottal catch up and down the scale with arpeggios, on notes of a song, on words of a song.
- f Trumpet and megaphone for husky voice.

7. Starting and Ending Sentences.

- a Strengthening of first word.
- b Emphasizing periods.
- c Lowering tones at end.
- d Clear endings.

8. Enunciation and Articulation.

- a Spelling forward and backward.
- b Combinations of sounds into syllables.
- c Division of words into syllables.

9. Expression.

- a Giving idea of emphasis.
- b Developing inflection.
- c Rhythm exercises, $\frac{3}{4}$, $\frac{3}{4}$, $\frac{4}{4}$.
- d Low, middle, high tone.
- e Questions and answers on curves:
- f Life, emotion, energy.
- g Dramatization.
- h Jokes (humor).

10. Confidence.

- a Reading together.
- b Speaking together.
- c Reading with decided voice.
- d Speaking directly to a person.
- e Buying, introducing, criticising, telephoning, public speaking, doing school work, acting familiar scenes and describing the acts.

11. Spontaneous Speech.

- a Collection of ideas.
- b Gradual increase of embarrassing situations.
- c Rhythmically proceed, first one word, two words, three words, etc., phrases, sentences, after instructor gives number.

12. Thinking.

- a Single association of ideas.
- b Running association.
- c Words for sentences.
- d Sentence building.
- e Sentence finishing.
- f Description and relation; pictures, fruits, vegetables, etc.
- g Paraphrasing, anecdotes, fables, etc.
- h General conversation.
- i Argument.
- j Transacting business.
- k Silent recall:

- 1. Eyes closed, see printed word.
- 2. Eyes closed, feel kinesthetic image.
- 3. Eyes closed, look at vowel.
- 4. Eyes closed, whisper and feel.

If time permitted a discussion upon the qualifications and training of the teacher who undertakes the correction of speech defects might make an interesting climax; but a word or two in conclusion will suffice to leave in your minds the necessity of this important fact in the curing of speech defects. Some of the requisites are: (1) temperament, (2) best of model in posture, voice, direction; (3) psychological knowledge including the ability to understand individual character, (4) anatomical and physiological knowledge of the speech organs, and (5) knowledge of the various types of speech defects.

EDITORIAL

H. S. Weet, President

THE ALBANY MEETING

HITHERTO tentative programmes of the annual meeting of the New York State Teachers' Association have been printed and distributed. It was the judgment of the Executive Committee that this should not be done this year. There was urgent need of rigid economy and furthermore it was desirable to give the greatest possible time for preparing the programme in order that the most important topics might be presented in this time of very rapid and very important changes. The complete programme, however, will be published in the November "Journal."

There has been no time in the history of the public school system in this state when the call has been so imperative for us all to gather in this annual conference. On the other hand, it is equally true that there has, very likely, been no time within the experience of any of us when the gathering in such a conference involves so much in the way of real sacrifice for the individual teacher as will be involved this year. If, therefore, we are to be ready to make the sacrifice we must appreciate the unparalleled importance of the call.

First of all there would be no difference of opinion among us that the most important issue before the country to-day is the winning of this war. If to this end it is necessary to close all our schools and use the buildings as soldier training quarters while teachers and pupils go into activities that are directly connected with the winning of the war then by all means let this be done. But until our President and others who are directly responsible for prosecuting this war declare such steps necessary, our duty is very clear. As citizens we shall work, save and give to the limit of our power for war winning. As teachers, we shall keep our eyes on the days that are to follow this war, knowing that the needs of these days can be met only as we now do our work even better than we have ever done it before. It is preeminently our task to enable these young citizens

of to-morrow to hold what our boys of to-day are dying to win.

We have had the forms of democracy in this country since the organization of the government. More than this, we have grown steadily in our appreciation of what the spirit of democracy means as opposed to mere form. This is not to suggest that we have gone the whole distance. To go the whole distance would mean the attainment of the highest call that the best in human beings knows—the attainment of moral perfection. But because we have not gone the whole distance we shall no more lose confidence in this great country of ours and in the great fundamental principles of democracy for which it stands, than we shall lose confidence in ourselves because we have not yet reached the highest in moral and spiritual attainment for which we may be striving. We need but remember that when our forefathers wrote into our Declaration of Independence that immortal expression, "that all men are created equal, that they are endowed by their Creator with certain inalienable rights, that among these are life, liberty and the pursuit of happiness," they virtually set up before this country for its attainment, the highest and noblest principles of Christianity which the greatest teacher of all the ages taught and lived.

The responsibility of the public schools in developing this true spirit of democracy in the lives of our citizens has been even greater than it could bear during the days when we were practically isolated and consequently left free to work out our own problems. But what of our responsibility now that the time has come when we must think not simply nationally but internationally. As a country we have been criticized, and rightly so, for a wide spread over emphasis upon the rights of the individual and a correspondingly meagre appreciation of the citizenship duties of the individual. We have been told, in no uncertain terms, that all too many of us are thinking of this government as an insti-

tution to guarantee to us the food, clothing, and shelter which we need and the comforts and luxuries of life which we desire. Much of this criticism is to be discounted in the light of the sacrifices which our men are making on the fields of France now that the underlying principle of our government is challenged. On the other hand, let us frankly admit that we have come far from developing the type of national mind upon which absolutely depends a realization of anything like the true spirit of democracy. But now we are face to face with the problem of developing an international mind. President Butler, of Columbia, declares that, "The international mind is nothing else than that habit of thinking of foreign relations and business, and that habit of dealing with them, which regard the several nations of the civilized world as friendly and co-operating equals in aiding the progress of civilization, in developing commerce and industry, and in spreading enlightenment and culture throughout the world." It is a long road from the individualism which, at its best, is all too rampant in our own country, to the international mind by which the problems of the future must be solved. But if that mind is developed it will be because the public schools of this country are working with an intelligence and a devotion to their particular task that in some way approximates the intelligence and the devotion of those who are sacrificing their all on the battle fields of Europe to crush out the menace of German autocracy. The way in which their work is done is actually measured while they are doing it. The way in which our work is done can only be measured by future generations. And the conditions for the task are favorable. There are school rooms to-day and many of them in which representatives of the old world and the new are sitting side by side. Is it fanciful to suppose that this offers an unparalleled opportunity to plant the seed of sympathy with American institutions on the part of the foreign born child and of sympathy with the people of the old world on the part of our own children? Is it possible that to the chil-

dren in our public schools to-day Italy and Russia and Poland will seem as abstract and far away as they do to us? Can these children sit side by side speaking a common language, working together, playing together, living together without laying a foundation for developing the international mind such as can be gained from no other institution on earth?

To realize these great aims does not require anything revolutionary on the part of our public schools. The development in body, mind and soul of those great qualities that are needed must come not so much through change of content as through putting all the intelligence and all the motive and incentive possible into our methods of working. We shall perform all those duties that have to do with the safeguarding of the physical welfare of our boys and girls as we have performed them before, but with a little clearer vision of the indispensable need of sound bodies for these of the on-coming generations. Our own state stands first among all the states in the Union in this matter of legislating for the physical welfare of the boys and girls of our public schools. But legislation will be as ineffective here as it can be in other respects unless we as teachers attack this work with the deepest conviction that our boys and girls need our help, and our country needs our help in giving us strong, physical manhood and womanhood. We shall teach our arithmetic and our English and our geography as we have taught them in the past but we shall teach them with a clearer realization of the fact that they are to be the means by which the individual child, as his mind is trained to the real use of these things in life, is to be of larger help and of larger influence in his home and elsewhere. They will be the materials which shall be used by us in our work of fulfilling these great ends to which our nation is committed. We shall know that the more thoroughly we teach these things the more exactly and carefully we shall be making the kind of citizenship upon which the safety of this democracy must rest. We shall continue to teach our history, and while we shall not minimize the importance of exact

knowledge here we shall nevertheless teach it with a little stronger conviction that in proportion as the people of our country know through a study of our history what are its ideals and its accomplishments, what men have devoted themselves to its welfare; in proportion as these things are known, in that proportion a saner conception of its great worth as a nation will be held. And as we do these things which minister directly to the physical and the mental, yet striving to do them with our eyes fixed upon their largest significance, so we shall lose no opportunity to establish habits of right conduct. We shall see thrift, e. g., not as a mere process of hoarding dollars and cents, but as a part of this whole movement of conservation which is not only furnishing the present sinews of war but which is bound to check that extravagance that eats at the very heart of any nation. This extravagance we all recognize as one of the greatest present day sins. These efforts to combat this weakness will be successful just in proportion as extravagance comes to be regarded by those who are to be the responsible citizens of to-morrow as an influence that unchecked will foreshadow the doom of any nation. And extravagance will be thus regarded by the citizen of to-morrow largely in proportion as we instill into the minds of the boys and girls of our schools to-day these habits of thrift.

And so we shall go on with the usual work in the usual way conscious that in importance nothing else can transcend it. We shall not allow it to be drudgery for we shall see it all in its relation to these larger ends. Thus seeing it we shall make every effort, so far as in us lies, to go to the work each day as conscientiously prepared for that work as our time and our strength will enable us to be, because we shall be unwilling to deprive either the individual or the country of any possible service we may render. We shall strive to be a little more thoughtful of one another, a little more charitable in those criticisms of one another and a little keener resolved to help each other to the end that New York State may be the best because it means the most to its boys and girls.

To meet these great obligations on the part of the public schools requires the best collective thought of those who are engaged in our schools to-day. The days of isolation are passed. We shall come together in Albany to discuss at the section meetings those great opportunities which present world conditions offer for putting incentives into our work. Through our general sessions we shall have the opportunity of deriving knowledge and inspiration for all the duties which the heavy demands of to-day are bringing. In so far as we have this knowledge and inspiration ourselves we need to bring it for the benefit of others. In so far as we do not have it we need to come and get it. It is hoped that every Board of Education in the State will make special efforts to allow teachers to attend the Albany meeting and that teachers and all others engaged in school work, will strive even harder than they have ever striven before to come this year to the annual meeting of the New York State Teachers' Association.

Every quality that you recognize as good in Washington, in Lincoln, in Grant, or in any other man, dead or alive, is a quality that you possess. The point is: Have you developed this quality?

A writer has compared worldly friendship to our shadow—while we walk in sunshine it sticks to us; but the moment we enter the shade it deserts us.

A smile may be bright while the heart is sad. The rainbow is beautiful in the air, while beneath is the moaning of the sea.

If we have not quiet in our own minds outward comforts will do no more for us than a golden slipper on a gouty foot.—*Bunyan*.

Great truths are portions of the soul of man;
Great souls are portions of eternity.

—*Lowell*.

STATE DEPARTMENT OF EDUCATION

Hiram C. Case, Chief of Administration

REGENTS' CONVOCATION

THE annual convocation of the Regents of the State of New York will be held in the Education Building at Albany, Thursday and Friday, October 17th and 18th.

The programme this year is of unusual interest and importance. It is seldom that a programme of such great value to all interested in education in New York is offered at convocation time. The following is:

THE PROGRAMME.

Thursday afternoon.

Education in a Democracy

- a. From the viewpoint of the psychologist; Doctor G. Stanley Hall, President of Clark University, Worcester, Mass.
- b. From the viewpoint of the vocationalist; Doctor C. A. Prosser, Director of the Federal Board for Vocational Education, Washington, D. C.
- c. From the viewpoint of the classicist; Doctor Andrew F. West, Dean of Princeton University.

Thursday evening.

President Jacob Gould Schurman of Cornell University, who has just returned from the war zone, will address the Convocation.

The other speakers for Thursday evening include Mademoiselle Silvercruys, a young Belgian woman, and it is expected that Chief Justice Edward D. White of the United States Supreme Court will also speak.

Friday morning.

The relation of the public school to the retarded and mentally deficient pupil.

- a. The necessity and importance of a State programme—Dr. H. S. Weet of Rochester.
- b. The relief through individual instruction—Dr. John Kennedy of Batavia.

- c. Dr. Walter E. Fernald of the Massachusetts State School for Feeble-minded, Waverley, Mass., will speak from his experience.
- d. Dr. Walter B. James, Chairman of the New York State Commission on Feeble-minded, will speak from his experience.

Friday afternoon.

Leadership in America.

- a. In industrial affairs, Secretary William C. Redfield of the President's Cabinet is expected to speak on this subject.
- b. In religious affairs, Rabbi Stephen Wise of New York.
- c. In educational affairs, Nicholas Murray Butler, President of Columbia University.
- d. In civic affairs, (Speaker to be supplied).

Friday evening.

Secretary Lansing and Lord Reading, the British Ambassador to the United States, will deliver the addresses.

Dr. Thomas E. Finegan, Acting Commissioner of Education, who has made all of the arrangements for this programme is arranging in addition to the above for three speakers of international reputation. Dr. Finegan is to be congratulated upon his success in arrangement of such an especially strong programme.

THE Legislature of 1918 amended the physical training law by making the employment of a special teacher of physical training optional with the trustees and school boards in districts which employ less than ten teachers. All districts employing more than ten teachers are still required to employ a special teacher of physical training.

The law as amended also authorizes the Education Department to provide for the supervision and special instruction in physical training of teachers regularly employed to give instruction in other

subjects in schools which do not have the services of a special teacher of physical training. In other words, this supervision and special instruction is provided for teachers in those schools which are not required to and do not have the services of a special physical training teacher.

In accordance with the provisions of this law the Education Department has employed a corp of physical training teachers to give supervision and special instruction in physical training in those schools which do not have the services of a local teacher of this subject. For the purpose of making the work of these teachers effective, the State has been districted into twelve physical training districts and one, and in some cases two, physical training teachers have been assigned to these districts.

These special teachers will work in co-operation with the district superintendents of schools in the territory to which they are assigned. The teachers in the schools which these special teachers of physical training serve are called together by the district superintendent in convenient groups at regular intervals for the purpose of receiving instruction in physical training. The schedules are being arranged in such a manner as to give opportunity to the teachers in all schools of less than ten teachers to meet with a special teacher of physical training several times during the year.

THE USE OF SCHOOL LIBRARIES

One's after school education, which is usually the greater and more important part of any one's education, depends very largely upon what he has learned in school, and nothing else that the school can do is of greater importance than that of training pupils to love to read that which is worth while, because they will read something all through their lives. They should be so trained that they will read for information, for inspiration and for pleasure.

Every school has its library. Many schools have excellent libraries. Many districts buy some new books each year. All should do so, as no other function of the school is more important, more valuable and more practicable than the library if properly used, and none is more

popular than this may be made to be. Many of our teachers have not been trained for this work. To help such the School Libraries Division has published a bulletin on the Use of School Libraries, a copy of which has been sent to each public school in the state and will be sent to any person on application.

UNIVERSITY SCHOLARSHIPS HONOR ROLL

The Education Department has prepared the list of the 1918 University scholarships, and the certificates have now been sent out. The total number of names on the list this year is 1897, somewhat less than usual. Every county in the state, except Hamilton, is represented, but there are a few counties in which there are not enough eligibles to fill the scholarships assigned to these counties. Such scholarships will be filled from a state list prepared from the names left after the county appointments have been made.

The Department has also prepared an honor list, containing the names of those whose average was 90 per cent. or more. This list contains 125 names, this being larger than usual. Fifty-seven high schools and 27 counties are represented. The complete list is as follows:

Name	Per Cent	High School
1 Loy, Gladys M.....	96.84	Cobleskill
2 McKinnon, Francis W.....	95.49	Utica free academy
3 Cowan, Arthur J.....	95.47	Mt. Vernon
4 Friedman, Jacob.....	94.99	Boys' high school
5 Elson, John J.....	94.68	Tonawanda
6 Smith, Margery N.....	94.66	Newton
7 Friedman, Lillian M.....	94.39	Hunter college
8 Schwedel, Jeannette.....	94.37	Hunter college
9 Harpootlian, Satenig M.....	94.29	Newtown
10 Greenberg, Bertha.....	94.16	Hunter college
11 Klebanoff, Isaac.....	94.14	Boys' high school
12 Ewald, Walter A.....	94.08	Utica free academy
13 Fraser, Henry S.....	94.08	North, Syracuse
14 Miller, Rachel I.....	94.07	Wash. Irving h. s.
15 Shan, Philip.....	93.93	Eastern dist. h. s.
16 DeGraff, Thelma B.....	93.79	Hunter college
17 Weaver, Donald V.....	93.75	Flushing
18 Sherow, Julia C.....	93.62	Millbrook memorial
19 Boeker, Eloise M.....	93.53	Hunter college
20 Kennelly, Daniel J.....	93.39	DeWitt Clinton
21 Boshen, Herman.....	93.31	Newtown
22 Loibl, Helen E.....	93.27	Newtown
23 Eckler, Albert R.....	93.21	Richfield Springs
24 Salmon, Leon A.....	93.03	Erasmus hall
25 Seiter, Erma.....	92.96	North, Syracuse
26 Behr, Robert.....	92.92	DeWitt Clinton
27 Cavin, May.....	92.84	Wadleigh
28 Schonwald, Isidore.....	92.80	DeWitt Clinton
29 Bierce, Thurber H.....	92.78	Irvington
30 Chadwick, Helen M.....	92.74	Central, Syracuse
31 Jones, Margaret L.....	92.70	Little Falls
32 Blumberg, Dorothy G.....	92.67	Painted Post
33 Epstein, Mildred H.....	92.66	Elmira free acad.
34 Smith, Harris K.....	92.66	Stuyvesant
35 Richmond, Evelyn G.....	92.61	West high school
36 Anthony, Helen G.....	92.61	Greenwich
37 Wilson, Anna I.....	92.58	Yonkers
38 Bacon, Frances.....	92.57	Washington Irving

Name	Per Cent	High School
38 Grossfield, Louis.....	92.49	Flushing
39 Byck, Louis.....	92.46	DeWitt Clinton
40 Friedman, Miriam.....	92.45	Hunter college
41 Marko, Elizabeth.....	92.41	Hunter college
42 Platt, Mary L.....	92.23	Central, Syracuse
43 Block, Sarah.....	92.19	Hunter college
44 Keck, Halbert W.....	92.18	Flushing
45 Ringe, Edna M.....	92.13	Erasmus hall
46 Grecht, Rebecca.....	92.13	Washington Irving
47 Reichenhal, Laura.....	92.11	Girls
48 Costigan, Agnes C.....	92.10	Cathedral
49 Muckenhaupt, Carl F.....	92.05	Poughkeepsie
50 Baxter, Edmund F.....	92.04	Waverly
51 Levinson, Sylvia R.....	92.04	Hunter college
52 Starks, Donald H.....	92.03	Chatham
53 Gorman, Marie F.....	92.01	Hunter college
54 Enright, Marie A.....	92.00	Hunter college
55 Horowitz, Bernard.....	92.00	Boys
56 Donnelly, George T.....	91.99	Canton
57 Schlissel, Morris.....	91.97	Far Rockaway
58 Ricciardi, Gemma.....	91.93	Hunter college
59 Hoffman, Paula.....	91.90	Hunter college
60 Crill, Hazel L.....	91.87	Herkimer
61 Redway, Marion W.....	91.87	Ilion
62 Mack, Helen.....	91.85	Wadleigh
63 Fayer, Julia.....	91.81	Hunter college
64 Horton, Charlotte E.....	91.81	Victor
65 Hanna, Margaret M.....	91.70	Richmond Hill
66 Ricciardi, Filomena.....	91.68	Dobbs Ferry
67 Hickey, Frank J.....	91.62	Erasmus hall
68 Benson, Helen M.....	91.59	Erasmus hall
69 Fish, Ruth H.....	91.58	Elmira free acad.
70 Heller, Isaiah.....	91.49	DeWitt Clinton
71 Lowenthal, Beatrice.....	91.46	New Rochelle
72 Strybosch, Martha F.....	91.44	Hunter college
73 Shapiro, Maurice A.....	91.42	DeWitt Clinton
74 Goettlicher, Martha.....	91.39	Newtown
75 Josefson, Abraham.....	91.35	Kingston
76 Seidemann, Elsa G.....	91.29	Hunter college
77 Young, Katherine M.....	91.23	Bay Ridge
78 Bilchick, Benjamin.....	91.21	DeWitt Clinton
79 Overton, Warner L.....	91.18	Westfield
80 Gagey, Edmond M.....	91.16	DeWitt Clinton
81 Marcou, Milton.....	91.15	Boys
82 Sherwood, Frederick T.....	91.11	South Park
83 Bodansky, Oscar.....	91.10	DeWitt Clinton
84 Fitzer, Mildred E.....	91.10	Dunkirk
85 Davinsky, Celia.....	91.06	Washington Irving
86 Kaplan, Isabel.....	91.01	Hunter college
87 McGowan, Frances E.....	90.99	Hunter college
88 Patatoff, Abraham L.....	90.96	DeWitt Clinton
89 Strier, Sarah.....	90.96	Curtis
90 Hieber, John T.....	90.92	Utica free academy
91 Coon, Wm. H.....	90.91	Homer academy
92 Bray, Wm. W.....	90.91	Central
93 Morris, Evelyn G.....	90.90	Lafayette
94 Jaffe, Ned.....	90.89	Erasmus hall
95 Lindsay, Mary.....	90.89	Amsterdam
96 Becher, Johanna.....	90.87	Hunter college
97 Cordes, Carolyn F.....	90.85	Jamaica
98 Egan, Alice A.....	90.80	Newark
99 Newfield, Max.....	90.79	Boys
100 Jacobstein, Robert N.....	90.73	DeWitt Clinton
101 Bourgin, David.....	90.71	Morris
102 Newton, Sophie.....	90.71	Hunter college
103 Browne, Mildred A.....	90.69	Newtown
104 Goldstein, Philip.....	90.67	DeWitt Clinton
105 Solovay, Hyman.....	90.63	Boys
106 Conwell, Dorothy.....	90.45	Newtown
107 Morse, Rowena A.....	90.44	Ithaca
108 Baumbach, Mabel H.....	90.41	Newtown
109 Fisher, Emma F.....	90.39	Hunter college
110 Scott, Elizabeth.....	90.37	North
111 Kingsley, Ruth S.....	90.35	Rome free academy
112 Useted, Dorothy E.....	90.31	Hunter college
113 Cohen, Ira M.....	90.31	Middletown
114 Rosenthal, Gladys.....	90.30	Wadleigh
115 Shapiro, Joseph.....	90.30	Bushwick
116 Goldstein, Justin.....	90.24	Eastern district
117 Weber, Karl B.....	90.22	Newtown
118 Mageniss, Mary E.....	90.21	Irvington
119 Bullock, Clayton M.....	90.19	Sharon Springs
120 Persons, Louise D.....	90.15	Stamford seminary
121 Rings, Helen H.....	90.13	Erasmus hall
122 Eisler, Jacob.....	90.01	Boys
123 St. German, Lillian D.....	90.01	Hunter college
124 Gittens, Isa M.....	90.00	Wadleigh
125 Hill, Irene M.....	90.00	Pleasantville

BOOKS RECEIVED

- BEARD, CHARLES A. and BAGLEY, WILLIAM C. "The History of the American People." For Grammar Grades and Junior High Schools. Cloth, Illustrated, Maps, xv-674 pp. Price, \$1.20. The Macmillan Company, New York.
- ROBINSON, RAY. "Twentieth Century Athenians." Cloth, 300 pp. Price, \$1.50 net. The Gorham Press, Boston.
- ROBINSON, JAMES HARVEY. "The Last Decade of European History and the Great War." Paper, Maps, 76 pp. Price, 25c. Ginn & Company, Boston, New York, Chicago.
- GALLAGHER, OSCAR CHARLES, and MOULTON, LEONARD B. "Practical Business English." Cloth, xv-226 pp. Price, 92c. net. Houghton Mifflin Co., Boston, New York, Chicago.
- JUDD, CHARLES HUBBARD. "The Evolution of a Democratic School System." Cloth, 119 pp. Price, 75c. Houghton Mifflin Co., Boston, New York, Chicago.
- WRIGHTSON, HILDA A. "Games For Children's Development." Cloth, Illustrated, 239 pp. Price, 1.50 net. The Baker & Taylor Co., New York.
- TRAFTON, GILBERT H. "The Teaching of Science in the Elementary School." Cloth, x-293 pp. Price, \$1.30 net. Houghton Mifflin Co., Boston, New York, Chicago.
- THE RIVERSIDE LITERATURE SERIES. "Liberty, Peace, and Justice." Cloth, 133 pp. Price, 32c. net. Houghton Mifflin Co., Boston, New York, Chicago.
- GINN, EDWIN. "Plutarch's Lives." Clough's Translation, Abridged and Annotated for Schools. Cloth, Portraits, xviii-401 pp. Price, 60c. Ginn & Company, Boston, New York, Chicago.
- FARROW, EDWARD S. "A Dictionary of Military Terms." Cloth, 682 pp. Price, \$2.50. Thomas Y. Crowell Company, New York.
- PARKER, SAMUEL CHESTER. "Exercises For Methods of Teaching in High Schools." A Problem-solving Method in a Social Science. Cloth, Illustrated, x-261 pp. Price, \$1.20. Ginn & Company, Boston, New York, Chicago.

Let us have faith that right makes might, and in that faith let us dare to do our duty as we understand it.

HODGE, CLIFTON F. and DAWSON, JEAN. "Civic Biology." A Textbook of Problems, Local and National that can be solved only by Civic co-operation. Cloth, Illustrated, 381 pp. Price, \$1.60. Ginn & Company, Boston, New York, Chicago.

LEE, ARTHUR. "Lessons In English." Book 1 for Grades 4, 5, & 6. Cloth, Illustrated, 310 pp. Charles E. Merrill Co., New York, Chicago.

WILSON, CHARLES E. AMORY. "Healthy Living." Book One, How Children can grow strong for their Country's Service. Cloth, Illustrated, 234 pp. Charles E. Merrill Co., New York, Chicago.

LUPOLD, HENRY S. "Introduction to Latin." Cloth, Illustrated, 122 pp. Price, 52c. D. C. Heath & Co., Boston, New York, Chicago.

GHOSH, PRINCE SARATH. "The Wonders of the Jungle." Book 2. Cloth, Illustrated, 217 pp. Price, 52c. D. C. Heath & Co., Boston, New York, Chicago.

BLISS, DON C., and STRAYER, GEORGE D. "Methods and Standards for Local School Surveys." Cloth, xviv-264 pp. Price, \$1.28. D. C. Heath & Co., Boston, New York, Chicago.

JUDD, CHARLES HUBBARD. "Introduction to the Scientific Study of Education." Cloth, xi-333 pp. Price, \$1.80. Ginn & Company, Boston, New York, Chicago.

CALDWELL, OTIS WILLIAM, and EKENBERRY, WILLIAM LEWIS. "Elements of General Science." Revised Edition. Cloth, Illustrated, xii-404 pp. Price, \$1.28. Ginn & Company, Boston, New York, Chicago.

HUGHES, THOMAS, and BRADLEY, H. C. "Tom Brown's School Days." Cloth, Illustrated, xi-442 pp. Price, 80c. Ginn & Company, Boston, New York, Chicago.

PARKER, HORATIO, MCCONATHY, OSBOURNE, BIRGE, EDWARD B., and MEISSNER, W. OTTO. "The Progressive Music Series." For Basal Use in Primary, Intermediate and Grammar Grades. One-Book Course. Cloth, 192 pp. Price, 52c. Silver, Burdett & Co., Boston, New York, Chicago.



Lecture Charts and Slides

Stencils and Booklets

FOR

Teaching Agriculture
in Schools

SIMPLE, PRACTICAL, IMPRESSIVE

Successful Teaching of Agriculture Assured.
Send 10 cts. in postage for samples of booklets.

Agricultural Extension Department

INTERNATIONAL HARVESTER COMPANY OF N.J.

Harvester Building, Chicago

HALLETT, GEORGE H. and ANDERSON, ROBERT F. "Elementary Algebra." Cloth, v-470 pp. Price, \$1.25. Silver, Burdett & Co., Boston, New York, Chicago.

LAKE, CHARLES H. "General Science." Cloth, Illustrated, xv-446 pp. Price, \$1.28. Silver, Burdett & Co., Boston, New York, Chicago.

LURIA, MAX A. "Correspondencia Commercial." Cloth, xii-305 pp. Price, \$1.25. Silver, Burdett & Co., Boston, New York, Chicago.

FOXCRRAFT, FRANK. "War Verse." Flexible Cloth, Gilt Top, xii-303 pp. Price, \$1.25 net. Flexible Leather, \$2.00 net. Thomas Y. Crowell Co., New York.

ALEXANDER, GEORGIA. "A New Spelling Book." Cloth, iv-208 pp. Price, 36c. Longmans, Green & Co., New York, Chicago.

GOFF, EMMET, S., and MAYNE, D. D. "First Principles of Agriculture." Cloth, Illustrations, 272 pp. Price, 96c. American Book Co., New York, Cincinnati, Chicago.

CARROLL, LEWIS. "Alice's Adventures in Wonderland." Cloth, Illustrated, 160 pp. Price, 60c. American Book Co., New York, Cincinnati, Chicago.

SKINNER, ELEANOR L., and SKINNER, ADA M. "Happy Tales for Story Time." Cloth, Illustrated, 180 pp. Price, 64c. American Book Co., New York, Cincinnati, Chicago.

HARDING, SAMUEL BANNISTER. "New Medieval and Modern History." Cloth, Maps and Illustrations, 830 pp. Price, \$1.60. American Book Co., New York, Cincinnati, Chicago.

PRINCIPALSHIPS Gained Without Effort

is the experience of our candidates this year, when many schools unaccustomed to and unacquainted with school

agency work have turned to us in their efforts to find available teachers. Some of these schools have received invaluable aid, while some have been frankly told that we were unable to recommend candidates for their particular positions at the salaries offered. A number of principalships at \$1200 where boards were willing to contract with competent women, we have filled with little difficulty. Recently we were asked to furnish two high school principals for schools in Oneida county at \$1150 and \$900 respectively. We telephoned on September 6th to two women asking one to be on hand the next day to begin work the following Monday, and the other to get in touch immediately with the president of the board, which she did so quickly that by the time we could telephone him he had already hired her, the entire matter having been put through in less than two hours. Thus two schools were supplied with efficient teachers on short notice, and two teachers were placed in places they had never even heard of at an advance of salary over last year of \$350 and \$200 respectively.

THIS IS THE YEAR for teachers to let their light shine and take the step which awaits them

The high school graduate may in a good many places secure a rural school; the rural school teacher who has successfully taught a rural school may advance to a small principalship; and any teacher of experience and the right executive ability may have a choice of principalships; while we could have placed 100 more teachers in district schools at from \$18 to \$20 a week.

CONSULT THE AGENCY that ranks its candidates and its places, fits the one to the other effectively, and that never interferes when its help is not asked.

BLANKS AND CIRCULARS ON REQUEST

THE SCHOOL BULLETIN TEACHERS AGENCY

C. W. BARDEEN

SYRACUSE, N. Y.

Appleton's Supplementary Reading

THE KIPLING READERS

For Elementary Grades

For Upper Grades

THE PRIMITIVE LIFE SERIES

4 Volumes Grades 2, 3, 4

THE UNCLE SAM SERIES

4 Volumes Grades 6, 7, 8

THE TRAVELS OF BIRDS

By FRANK M. CHAPMAN
Grades 5 and 6

BUD AND BAMBOO

By JOHN STUART THOMSON
Grades 3 and 4

HIDE AND SEEK IN FOREST LAND

By R. W. CHAMBERS

For Basal and Supplementary Reading

THE CARROLL AND BROOKS READERS

Five Book Series

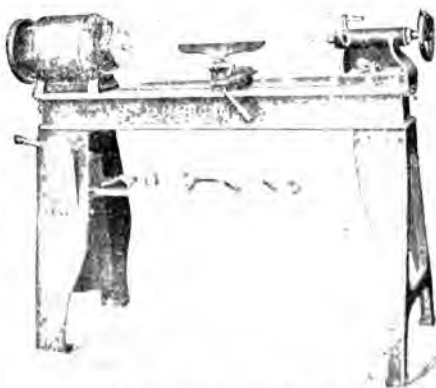
Eight Book Series

WRITE FOR CATALOG TO

D. APPLETON AND COMPANY

35 West 32 Street

NEW YORK



American 12-inch Speed Lathe
(A. C. Headblock)

Consider the Activity of Cabinet Making

IT IS PROFITABLE

A FEW years ago the Board of Education of Rochester, N. Y., organized an elementary Vocational School. "American" Woodworking Machinery costing \$850 was installed.

In 1912 a group of pupils turned out on these machines *School* furniture worth \$2900.

Since 1912 a tool has been added from time to time as the need for it arose until now there is in the Rochester Public Schools a complete equipment of "American" Woodworking Machines for Cabinet Making.

In 1917 there was turned out on these machines furniture valued at \$13,800. The machines were paid for themselves many times over.

Pupils from the sixth, seventh and eighth grades operate the machines *safe* cause the cutting mechanism is properly guarded.

Buffalo, New York, Jersey City, New Jersey, Winnipeg, Canada, and a hundred other cities are doing the same thing. May we tell you how you may make "American" machines for yourselves in *your* schools?

AMERICAN WOOD WORKING MACHINE CO., 591 Lyell Ave., ROCHESTER, N. Y.

The Journal

of the New York State
Teachers' Association



Published Monthly at Rochester by
The New York State Teachers' Association

November, 1918

The Journal

of the New York State Teachers' Association

Entered as second-class matter at the Post Office, Rochester, N. Y., February 17, 1914. Acceptance for mailing at special rate of postage provided for in section 1103, Act of October 3, 1917, authorized September 12, 1918.

Published monthly by the New York State Teachers' Association on the 15th day of January, February, March, April, May, June, October and November, at 5 South Water Street, Rochester, N. Y.; A. G. BROOKS, Publisher.

EDITORIAL COMMITTEE: GEORGE M. FORBES, University of Rochester; GEORGE P. BRISTOL, Cornell University, Ithaca; RICHARD A. SEARING, North Tonawanda.

CHANGE OF ADDRESS. Members of the Association and subscribers should notify the Secretary, Richard A. Searing, North Tonawanda, promptly of any change of address.

COMMUNICATIONS should be addressed to the Secretary, Richard A. Searing, North Tonawanda.

SUBSCRIPTION PRICE for the JOURNAL to all who are not members of the New York State Teachers' Association is \$1.50 per year, eight issues. Postage is prepaid.

ADVERTISING. Application for advertising space and rates should be made to the Publisher, A. G. Brooks, 5 South Water Street, Rochester.

NEW YORK STATE TEACHERS' ASSOCIATION

Officers, Nineteen Hundred Eighteen

President—HERBERT S. WEET, Rochester.

Vice-President—MISS MARTHA VAN RENSSALEAR, Cornell University, Ithaca.

Secretary—RICHARD A. SEARING, North Tonawanda.

Treasurer—W. H. BENEDICT, Elmira.

Executive Committee: Terms expire in 1918—JUDSON S. WRIGHT, Falconer; A. R. BRUBACHER, Albany. Terms expire in 1919—DR. A. C. THOMPSON, Brockport; HOWARD G. BURDGE, Wellsville, Terms expire in 1920—MRS. ROSE MINNICK, Glens Falls; C. EDWARD JONES, Albany.

Ex-Officio Members—President HERBERT S. WEET, Secretary RICHARD A. SEARING, Treasurer W. H. BENEDICT.

Committee on Teachers' Welfare—Chairman, DR. THOMAS D. WOOD, Columbia University, New York City; DR. CLINTON McCORD, Albany; HENRY D. HERVEY, Auburn; MISS E. M. BUTCHER, Syracuse; MISS RUTH M. JOHNSTON, Port Leyden; MISS ADA M. GATES, Buffalo; MISS MARY E. RAE, Syracuse; DR. A. R. BRUBACHER, Albany; EDWARD F. BROWN, New York City.

Committee on Legislation—FRANK D. BOYNTON, Chairman; A. R. BRUBACHER, C. EDWARD JONES, JAMES WINGATE, MRS. ROSE MINNICK.

SECTION CHAIRMEN—1918

Classical Section—Pres., GEORGE D. KELLOGG, Union College, Schenectady; *Commercial*—Pres., G. M. YORK, State College for Teachers, Albany; *Elocution*—Pres., H. M. TILROE, Syracuse University; *English*—Pres., A. B. SIAS, West High School, Rochester; *Evening Schools and Americanization (Evening School and Immigrant Education Sections combined)*—Pres., W. C. SMITH, State Education Dept., Albany; *Fine, Industrial and Household Arts*—HARRY W. JACOBS, Buffalo; (a) *Fine Arts*—Vice-Pres., EUNICE PERRINE, State College for Teachers, Albany; (b) *Household Arts*, Vice-Pres., MARION VAN LIEW, State College for Teachers, Albany; (c) *Industrial Arts*—Vice-Pres., ALFRED BINGHAM, 192 Waverly St., Buffalo; STEWART F. BALL, Buffalo; *History Association*—Pres., EDWARD P. SMITH, High School, North Tonawanda; *The New York State School Hygiene and Physical Education Association, meeting as a section of the New York State Teachers' Association*—Pres., IRENE S. HILL, 815 Myrtle Ave., Albany; *Kindergarten*—Pres., EDITH GRAVES, Fredonia; *Lib Section*—Pres., DR. JAMES V. STURGES, State Normal School, Geneseo; *Mathematics*—Pres., I. ARNOLD, State Education Dept., Albany; *Modern Language Association*—Pres., DR. JONAS, New York City; *Music*—Pres., MISS EMMA J. DEVENDORF, Gloversville; *Normal and Training*—Pres., GRANVILLE B. JEFFERS, President, Training School, Schenectady; *Penmanship*—P. E. BENBOW, Schenectady; *Primary*—Pres., LUTHER N. STEELE, Canandaigua; *Rural School*—SUPT. M. B. FURMAN, East Rochester, 2nd Dist., Monroe Co.; *Section of New York State Council of Elementary School Principals and Teachers*—Pres., NATHANIEL G. WEST, School No. 6, Rochester; *Science Section*—Pres., B. O. BURGIN, Albany High School; *School Administration*—Pres., CHAS. S. WILLIAMS, Hudson; *Subnormal and Backward Children*—Pres., LEILA MARTIN, Dept. of Education, Rochester; *N. Y. State Science Teachers' Association*—Pres., H. A. CANNON, School, Rochester; Sec.-Treas., E. E. FORD, West High School, Rochester.



The Merchant who failed to take stock
The Banker who neglected his audit
The Book-Keeper who failed to balance his books

All are in the same class with the teacher who fails to take an inventory, who does not know at all times just where his class stands, how ready his pupils are with the answers to questions which represent the indispensable stock-in-trade of every efficient mind.

THOMPSON'S
MINIMUM ESSENTIALS

ARITHMETIC LANGUAGE GEOGRAPHY

provides an organized test service for teachers embodying lists of questions selected and graded with infinite care, which set forth fundamental facts in these elementary subjects that should be at the tip of every pupil's tongue. Sheets are provided for both oral and written tests so arranged that the pupil has nothing to do but answer as rapidly and briefly as possible.

FOR PUPIL—It teaches fundamental facts

FOR TEACHER—An accurate test of work is provided

FOR SUPERINTENDENT—Affords an efficiency gauge for his school

Not to be confused with expensive educational devices. The sheets cost little more than blank paper.

GINN AND COMPANY
70 FIFTH AVENUE NEW YORK

Winslow's Healthy Living This new two-book series is written in the light of recent world events and treats the subject of Physiology and Hygiene from the viewpoint demanded by our changed civic conditions.

Book One for the intermediate grades, and Book Two for the upper grades, will, we think, furnish the content needed to meet the textbook requirement of the New York State school law for physical training.

CHARLES E. MERRILL COMPANY
NEW YORK CHICAGO



Lecture Charts and Slides Stencils and Booklets FOR Teaching Agriculture in Schools

SIMPLE, PRACTICAL, IMPRESSIVE

Successful Teaching of Agriculture Assured.
Send 10 cts. in postage for samples of booklets.

Agricultural Extension Department
INTERNATIONAL HARVESTER COMPANY OF N.J.
Harvester Building, Chicago;

Why GREGG SHORTHAND "THE NATIONAL SYSTEM" is Best

When a shorthand system has been indorsed by seventy-five per cent of the Boards of Education of the country, it is natural to inquire why?

SIMPLICITY: The simplicity of Gregg Shorthand makes it easy to learn and easy to teach. Students acquire greater skill with it than with other systems.

LEGIBILITY: The connective vowels and distinctive long-hand-slope forms make Gregg Shorthand easy to write and easy to read.

SPEED: Gregg writers have been awarded speed certificates by the National Shorthand Reporters' Association for speeds up to 200 words a minute. Not more than half a dozen writers of any other system have ever equaled this speed in the contests and these have had from two to seven times the experience of the Gregg writers.

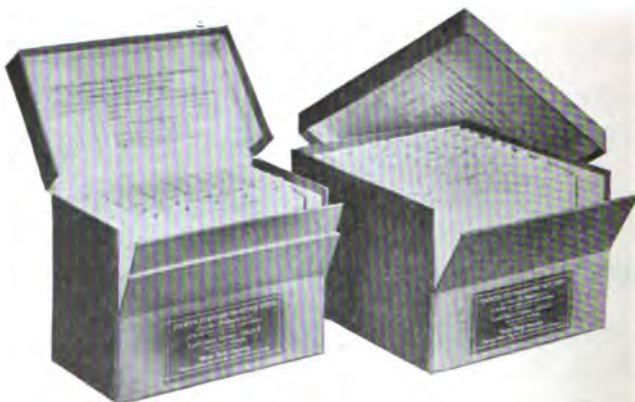
ADEQUATE TEXTBOOKS: We publish a complete series of textbooks that enable both teacher and student to achieve maximum results in the minimum time.

Let us show you how easily Gregg Shorthand may be introduced into your school.

THE GREGG PUBLISHING CO., New York, Chicago, San Francisco

Courtis Standard Practice Tests

are now used in enormous quantities—because they bring results. They will more than double the accuracy of pupil's work in the four fundamental operations in arithmetic, and double the speed at the same time. Cost about seven cents per pupil per year: LET US FURNISH AN ESTIMATE ON THE COST OF SUPPLYING YOUR OWN SCHOOL SYSTEM.



PRICES

Cabinet No. 1, for 50 pupils, \$6.60
Cabinet No. 2, for 20 pupils, 4.00
Student's Record and Practice Pad12
Teacher's Manual35



WORLD BOOK COMPANY
YONKERS, NEW YORK

To the Teacher of Business English:

Are you looking for a live, practical, up-to-date text on English as it is actually used in the business world?—a text that emphasizes the psychological side of business correspondence?—a book brimful of *real* business letters, advertisements, etc., with full analyses of methods employed, and with profuse suggestions for class work?

If so, we invite your attention to

PRACTICAL BUSINESS ENGLISH

By OSCAR C. GALLAGHER
and LEONARD B. MOULTON

This offers an effective and inspiring course in business English by two of our most successful English teachers. All the exercises have been drawn from business life and represent the methods of highly successful houses. Advertising, Oral Salesmanship, Sales Letters, etc., are fully covered. With his training in English, therefore, the pupil will derive an invaluable knowledge of the best business usage. We shall be glad to send you further information in regard to this text.

92 cents. Postpaid

HOUGHTON MIFFLIN COMPANY, Boston, New York, Chicago

How can Americanism be taught?

How can the flag be made to represent something real?

BY MAKING OUR BOYS AND GIRLS THINK IN AMERICAN TERMS

—F. K. LANE, *Secretary of Interior*

THESE BOOKS WILL HELP

Woodburn and Moran's Histories

Introduction to American History—Portrays our historic background, telling the story of the ancient civilizations and showing what they have contributed to ours. Brings the story down to the founding of Jamestown in 1607. 75 cents.

Adopted—Rochester, New York City, Boston, Cambridge, Philadelphia, Schenectady, Grand Rapids, Racine, etc.

Alexander's New Spelling Book—A thoroughly revised and greatly improved edition of "the only spelling book which ever made the spelling lesson interesting." Leading features: word-list confined to words in common use—4000 in number; short dictation exercises; accented column words; dictionary drills; reviews every fifth lesson.

Elementary American History and Government is 100% American. It inspires a sane and healthy patriotism and a sense of civic responsibility. \$1.00.

Adopted—Schenectady, New York City, Boston, Washington, Minneapolis, Buffalo, Rochester, Atlantic City, Jersey City, etc.

New York State Edition of the Elementary American History and Government, by Avery W. Skinner, Specialist in History, State Department of Education, contains all the history and civics of the state that is required by the Regents. \$1.12.

Horace Mann Readers make boys and girls think in American terms, by stressing American authors and American patriotic selections.

Adopted—New York City, Boston, Philadelphia, Worcester, Toledo, Providence, Rochester, Troy, Schenectady, Albany, Detroit, etc.

LONGMANS, GREEN & CO., 449 Fourth Avenue, NEW YORK

Digitized by Google

FOR THE NEW COURSE OF STUDY IN CIVICS

The Community and the Citizen

By ARTHUR WILLIAM DUNN

Reveals to the youth the privileges and responsibilities of citizenship. Emphasizes the interdependence of the individual and society, and the function of government in expressing the collective will of society as organized force, organized justice, and organized good will. Every pupil who studies this book is thereby aided to become a more intelligent, more patriotic, and more useful citizen.

PRICE, \$1.00

The New American Citizen

By CHARLES F. DOLE

Supplies an elementary treatment of the essentials of civics and economics. The treatment is fresh and interesting and filled with the spirit of Americanization. No better book can be put into the hands of pupils in the present critical times. The lessons taught prepare for citizenship of the sort that the nation needs.

PRICE, \$1.00

D. C. HEATH AND COMPANY

231-245 West 39th Street

NEW YORK CITY



TEACHERS' AGENCY DIRECTORY

The following is a reliable list of Teachers' Agencies to whom superintendents of schools and school board members may apply at any time for the filling of any position.

KELLOGG'S AGENCY, 31 UNION SQUARE, NEW YORK

HAS BEEN ESTABLISHED 25 YEARS.

This agency makes a constant search for high grade teachers and recommends with care. Only superior teachers are accepted. Teachers are supplied all the year round. If you need a good teacher or know where one is wanted, send particulars. **THE ACTIVE, GENEROUS WORK OF THIS AGENCY HAS SATISFIED THOUSANDS OF TEACHERS.**

Interstate Teachers' Agency

501-503 Livingston Building,

ROCHESTER, N. Y.

The manager of this agency has had twenty years' experience as teacher and superintendent of schools, and ten years' successful experience as manager of a rapidly growing agency. He personally selects and recommends candidates with care. The success of this agency is vouched for by many of our best superintendents, college presidents and normal school principals. Send for circular.

T. H. ARMSTRONG, Proprietor.

The Reed Teachers' Agency

641 University Bldg., SYRACUSE, N. Y.

Known for ten years as a *Discriminating Agency*. Recommending candidates on a basis of *fitness* as well as *ability*. Every recommendation from this agency is based on knowledge and judgment.

H. E. REED, Manager.

HARLAN P. FRENCH, President

WILLARD W. ANDREWS, Secretary

ALBANY TEACHERS' AGENCY, Incorporated

Supplies Schools of All Grades with Competent Teachers.

Assists Teachers in Obtaining Positions

We receive calls for wide-awake and progressive teachers from every State in the Union, and we want more such teachers upon our list. **NOW IS THE TIME TO REGISTER**

SEND FOR BULLETIN

Digit 81 Chapel Street, Albany, N. Y.

Please mention the "Journal" when corresponding with advertisers.

AMERICA and BRITAIN

THE STORY OF THE RELATIONS BETWEEN THE TWO PEOPLES

By H. H. POWERS

This is a little book with a big idea. It furnishes a simply written but adequate statement of the real facts about the relations of these two nations. To remove old prejudices and to promote right feeling towards Great Britain, you should add this book to your history course. The list price is only 40 cents.

C O N T E N T S

- | | |
|--|--|
| I. The British Origin of America. | VI. The Crisis of the Civil War. |
| II. The Rupture with England. | VII. The Crisis of Arbitration. |
| III. Independence and the Peace Crisis. | VIII. The European Crisis Begins. |
| IV. America and the Napoleonic Crisis. | IX. Super-Empire. |
| V. The Crisis of the Boundaries. | X. America. |

THE GREAT WAR

By CHARLES A. BEARD and WILLIAM C. BAGLEY

This reprint of Chapter XXXIII of the History of the American People provides a clear and thoughtful treatment of the issues of the Great War, written for boys and girls of the grammar-school age. The net price is 10 cents a copy.

THE MACMILLAN COMPANY, 64-66 Fifth Avenue, NEW YORK

ALDINE READING REVISED EDITIONS 1916 AND 1918

THE first edition of Aldine Reading was published in 1907. The success of this well-known Reading Method has proved its soundness. From the date of its publication both authors and publishers have been untiring in their endeavors to perfect the details of the Method and the material.

A notable improvement was inaugurated when the Primer and the First Reader and Learning to Read, A Manual for Teachers, were revised in 1916. In March, 1918, the Second and Third Readers were revised, the Manual for Teachers being enlarged to cover the work of the Second Reader. Both a Pupil's and a Teacher's Edition of the Third Reader are included in the revision. The Series is now complete through the first three years under the following titles:

PRIMER, Revised Edition 1916
BOOK ONE, Revised Edition 1916
BOOK TWO, Revised Edition 1918
BOOK THREE, Revised Edition 1918, Pupil's Edition
BOOK THREE, Revised Edition 1918, Teacher's Edition
LEARNING TO READ—A Manual for Teachers, Revised Edition 1918

NEWSON & COMPANY

73 Fifth Avenue, New York
623 South Wabash Avenue, Chicago

Digitized by Google

The Newest, Latest, Therefore Best
THE PROGRESSIVE SERIES
REGENTS QUESTION AND ANSWER BOOKS

READY

ALGEBRA, Elementary
ALGEBRA, Intermediate
ARITHMETIC

COMMERCIAL ENGLISH
ENGLISH GRAMMAR
BOOKKEEPING, Elementary
BOOKKEEPING, Advanced

AMERICAN HISTORY
PHYSIOLOGY AND HYGIENE
SPELLING AND DICTATION, State List
STENOGRAPHY DICTATION
TYPEWRITING, Business English
and Office Practice

Other subjects will be added from time to time

QUESTIONS: 30 CENTS. ANSWERS: 30 CENTS. QUESTIONS AND ANSWERS
BOUND IN ONE VOLUME: 45 CENTS.

ENGLISH TO FOREIGNERS

HULSHOF SERIES—Books 1, 2, 3—Rational Method.

FAUSTINE AND WAGNER—A New Reader. One Book, for Evening Schools, with dictionary
Simple vocabularies—Swedish, Polish, Italian—Superior.

BARBE'S "FAMOUS POEMS EXPLAINED"—Latest, approved, for First Year High School English
Readings. Get this instead of the *Odyssey*, *As You Like It*, etc. Write for copies—Arithmetic, Geog-
raphy, Children's Method Reading—all recent publications. They all make for efficiency.

LIVE TEACHERS PREFER LIVE TEXTS

HINDS, HAYDEN & ELDREDGE, Inc., 11-15 Union Square, NEW YORK CITY

May I hear from you? Cordially, JOHN C. ROCKWELL

LEST WE FORGET
WORLD WAR STORIES

Just
Published

The most memorable events, the most heroic personalities, the most interesting phases of the World War are set forth in this collection of stories, articles, and poems for upper grammar grade use. There are tales of daring, heroism, and self-sacrifice; clear-cut statements of the principles for which we are fighting; biographical sketches; extracts from speeches of prominent statesmen.

A genuinely patriotic reader, accurate as to fact and written in a style that will appeal to children.

ILLUSTRATED

By **JOHN G. THOMPSON**, Principal, and **INEZ BIGWOOD**,
Instructor, State Normal School, Fitchburg, Mass.

SILVER, BURDETT & COMPANY
BOSTON NEW YORK CHICAGO SAN FRANCISCO

Digitized by Google

The Journal of the New York State Teachers' Association

VOLUME 5

NOVEMBER 15, 1918

NUMBER 7

CONTENTS

	PAGE
THE ALBANY MEETING CANCELLED . <i>Herbert S. Weet</i>	241
FINAL PROGRAM OF THE SEVENTY- THIRD ANNUAL MEETING OF THE NEW YORK STATE TEACHERS' AS- SOCIATION AND AFFILIATED ORGAN- IZATIONS, ALBANY, N. Y., NOVEM- BER 25, 26, 27, 1918	243
A CRITIQUE OF NORMAL SCHOOL CUR- RICULA <i>Thomas M. Balliet</i>	257
HISTORY OF THE DEVELOPMENT OF THE X-RAY <i>Wheeler P. Davey</i>	260
SOME PRACTICAL PHASES OF PUBLIC SCHOOL MUSIC <i>Inez Field Damon</i>	264
THE ORAL CLASS <i>Sarah A. Thomas</i>	266
SUPERVISED STUDY IN MATHEMATICS . <i>S. Clayton Sumner</i>	270
THE CLASSICAL READING LEAGUE	275
STATE DEPARTMENT OF EDUCATION . <i>Hiram C. Case</i>	276
BOOK NOTICES	278
BOOKS RECEIVED	279

Published by the New York State Teachers' Association
Rochester, N. Y.

Announcement of Publication

THE TEACHER, THE SCHOOL AND THE COMMUNITY

By INEZ N. McFEE

Deals with the physical, the mental and the moral training of the child.

Presents a variety of suggestions, helps and recreations which will make the study of the common branches more interesting.

Has little to do with theory—psychology is not even mentioned.

Points the way simply and definitely to everyday, commonsense practice.

Treats in a helpful manner nature study, agriculture and home science—subjects that are the bugaboo of many teachers.

Unifies the work of the school and the home.

Makes the school a community center and a stimulating source for clear thinking, good farming and right living.

Contains practical discussions of school government, the conducting of recitations, the awakening of community interest in school and better rural living generally.

Instantly available for the teacher's desk use through its index.

CONTENTS

- | | |
|---------------------------------------|--|
| I Beginning the School Year. | XII With the Geography Class. |
| II School Government. | XIII Physical Training and Hygiene. |
| III School Punishments. | XIV Literature and Composition. |
| IV Beautifying the Schoolroom. | XV The School Library. |
| V Awakening Interest in School. | XVI Nature Study. |
| VI Conducting Recitations. | XVII What to Do with Agriculture. |
| VII The School as a Community Center. | XVIII Home Science. |
| VIII The Class in Reading. | XIX School Recreations and Amusements. |
| IX Teaching Arithmetic. | XX Duties of Parents and Teachers. |
| X History in the Grades. | XXI The Rewards of the Successful Teacher. |
| XI A Talk with the Grammar Teacher. | |

American Book Company

NEW YORK

CINCINNATI

CHICAGO

BOSTON

ATLANTA

The Journal

of the New York State Teachers' Association

NOVEMBER, 1918

The Albany Meeting Cancelled

H. S. Weet, President

ON the following pages is presented the programme which had been prepared for the Albany meeting. That meeting has been cancelled. Before the meeting was cancelled, however, the proof sheets of the programme copy were ready and it, therefore, seemed wise to print the programme in this number of the Journal as originally planned.

The prime reasons for cancelling the meeting are found in a letter from Doctor Brubacher which reads as follows:

New York State College for Teachers, Albany, N. Y.

Office of the President.

Dr. Herbert S. Weet, Rochester, N. Y.

October 25, 1918.

My Dear Dr. Weet:—

One month from to-day the teachers of New York State are supposed to meet in convention in Albany. A successful convention presupposes two things:

1. A large attendance of teachers of all ranks.
2. The closing of schools within a long radius of the convention city.

In view of the emergency caused by the present influenza epidemic I believe it would be exceedingly poor policy to close the schools of Eastern New York during convention week. The public would not give its unqualified approval because practically all the schools of this section have been closed for from two to four weeks.

I therefore urge strongly upon you a consideration of the omission of the convention for 1918. At the same time I suggest that a business meeting of the State Association under the auspices of the assembly of delegates be held on Wednesday of convention week. As a member of the Executive Committee I move the foregoing and trust it will have your careful and favorable consideration.

Cordially yours,

(Signed) A. R. BRUBACHER.

As soon as this letter was received the matter was submitted to the Executive Committee and the Committee voted that under the circumstances the meeting ought to be abandoned. Added to the reasons which Doctor Brubacher expresses are the present war time conditions which not only prompt but absolutely demand the most rigid economy on the part of our teachers. It was felt, therefore, that the necessarily diminished attendance which this factor would cause from sections of the state remote from Albany combined with the small attendance indicated from the vicinity of Albany clearly pointed to the advisability of cancelling the meeting.

Whether a meeting of the Assembly of Delegates will be attempted will be announced later. The Executive Committee will meet soon and take action upon this matter.

MEMBERSHIPS

The two serious problems which were brought out by the consideration of cancelling the Albany meeting had to do with memberships and material for the Journal for the coming year. The latter was solved by a decision to request those whose names appear on the programme to provide their papers for the Editorial Board of the Journal. While it has been impracticable, therefore, to carry out this programme through our meeting as in former years we shall nevertheless do our best to present the main parts of the programme through the pages of the Journal during the coming year.

The most important question, however, was: What effect will cancelling the Albany meeting have upon the membership of the Association for the coming year? This question can be answered only by the teachers themselves. Your attention is called to the following considerations:

1. In the first place, the activities of the Association can not possibly be carried on except as the teachers of the state renew their memberships in the Association. Aside from the annual meeting what are the important type activities of the Association that can not under any circumstances be allowed to lapse without jeopardizing the interest of the Association? Well, first of all we think of the Journal. This is our great means of communication. It will be even more important this year than heretofore because it will be the only means of enabling us to secure much of what the Albany meeting could have given us. In the second place, there are special committees at work on matters vital to the welfare of the teachers of the state and these committees must discontinue their work unless the renewed memberships on the part of the teachers of the state are sufficient to indicate both the moral and the financial support which such committees should have. The special committee representing the Association on the State Retirement Fund, for example, of which Doctor Brubacher is chairman, has some very important things to be done. Then again, there are always matters of legislation which demand certain expenditures for printing, postage and traveling expenses of officers of the Association.

2. We all need to remember that the preparation of our programme has gone so far that each and every section of the Association has actually incurred a very considerable expense for postage, stationery and printing which expense must be met from the membership dues for the coming year. This is an obligation unavoidably incurred.

3. Every person engaged in school work in this state who had planned to attend the Albany meeting ought without a minute's hesitation to renew membership in the Association. The very fact that the Albany meeting is cancelled means that teachers who had planned to attend will be in a better position financially to join the Association than would be the case if the annual meeting had been held. There has been every year a splendid body of our teachers who have joined the Association through sheer loyalty to professional interests although they knew that it would be impossible for them to attend the annual meeting. It is believed that this number will be as large and as loyal as ever. The cause of public education is bound to have a greater appeal to the people of this country during the next decade than it ever had before. We have always maintained that the great and abiding aim of this Association is to advance the cause of education in this state. To base our appeal on any motive less high than loyalty to such a vital principle as the welfare of the public schools would be unworthy.

The week of November 25th, which would regularly have been the week of the annual meeting, will be membership week. When the appeal comes let us respond with even greater zeal than ever.

**FINAL PROGRAM OF THE SEVENTY-THIRD ANNUAL
MEETING OF THE NEW YORK STATE TEACHERS' ASSOCIATION AND AFFILIATED
ORGANIZATIONS, ALBANY, N. Y.,
NOVEMBER 25, 26, 27, 1918**

ANNOUNCEMENTS

THE Seventy-third Annual meeting of the New York State Teachers' Association will be held in the city of Albany, November 25, 26 and 27, 1918.

Admission to all meetings will be strictly by membership ticket in the New York State Teachers' Association. These tickets must be presented to secure admission to all section or general meetings. This rule will be strictly adhered to during the meetings.

Headquarters

Hotel headquarters of the Association will be at the Ten Eyck Hotel. **REGISTRATION HEADQUARTERS** will be in the parlors on the mezzanine floor of the hotel.

Membership Dues

The annual membership fee shall be based upon annual salaries as follows: Those teachers and school officers receiving a salary of \$1,000 or over shall pay one dollar and fifty cents (\$1.50), and all others seventy-five cents (\$.75), and this sum shall include a subscription to the official Journal of the Association.

It is very important that all teachers register promptly upon their arrival in Albany, pay their membership dues and receive a programme. Teachers who have paid their dues and received their membership ticket for 1918 in advance of the meeting, need not come to registration headquarters. It should be borne in mind that admission to all entertainment features as well as to the meetings of the convention will be strictly by presentation of membership card.

There will be no registration at section meetings as it is necessary to handle that all at one point in order to avoid duplications.

Delegates

Duly accredited delegates should call at headquarters immediately upon their arrival and ascertain if their credential cards have been properly placed on file with the secretary. This will greatly assist the committee on credentials.

Delegates are urged to attend all meetings of the Assembly of Delegates, as important business will come up for consideration.

The meetings of the Assembly of Delegates will be held Tuesday afternoon, November 26th, 4:30 o'clock, and on Wednesday morning, November 27th, 8:30 o'clock, in the Assembly Room of the Ten Eyck Hotel.

Programmes

The programmes for the various sections are arranged in alphabetic order and the place of meeting is indicated at the head of each programme. All members attending the meetings are again reminded of the importance of having their membership ticket in the Association for presentation and admission to all meetings.

The State Retirement Board will have its headquarters at the Education Building where information will be cheerfully furnished to all members who may wish to know concerning the work of the board.

Chairmen and secretaries of the various sections are earnestly requested to secure the manuscripts of all speakers before the close of the meeting, and if possible, hand them to the secretary, Richard A. Searing, before leaving Albany. If this cannot be done, they should be forwarded to the secretary at the earliest possible moment for publication in the Journal.

Hotel Rates

The Ten Eyck—Rooms without bath, 1 person, \$2.25 per day; rooms without

bath, 2 persons, \$3.25 per day; rooms with bath, 1 person, \$3.00, \$3.50 and \$4.00 per day; rooms with bath, 2 persons, \$4.50, \$5.00 and \$5.50 per day.

The Hampton—Single rooms, with bath, \$2.00 and up; double rooms, \$3.50 and up.

The Wellington—Single rooms, without bath, \$1.25 and \$1.50; with bath, \$2.00; two people in room, without bath, \$2.00 and \$3.00; with bath, \$3.50 and \$4.00; four people in room, \$1.25 per person.

The New Kenmore Hotel—Single rooms, without bath, \$1.50 and \$2.00; with bath, \$2.00 and 2.50; double rooms: without bath, \$2.50 and \$3.00; with bath, \$4.00 and \$5.00.

Stanwix Hall—\$1.00 upwards for each person.

Keeler's Hotel—Single rooms, without bath, \$1.00; with bath, \$1.50 and \$2.00; double rooms with bath, \$2.50 and \$3.00.

Sections and Meeting Places

General Meetings, The Armory, Washington Avenue (2 blocks west of the Education Building).

Assembly of Delegates, Assembly Room, Hotel Ten Eyck.

Classical, First Lutheran Church, Pine and Lodge.

Commercial, First Reformed Church Auditorium, N. Pearl and Clinton Square.

Elementary School Principals and Teachers, State Education Building Auditorium, State and Hawk.

Elocution, Emanuel Baptist Church, State between Swan and Dove.

English, Second Presbyterian Church, Lodge near Maiden Lane.

Evening School and Americanization, Room 323, State Education Building, State and Hawk.

Fine, Industrial and Household Arts, Trinity M. E. Church, Lark and Lancaster.

History, Historical Society Building, 125 Washington.

Hygiene and Physical Education (Tuesday morning), Auditorium, No. 12 School; (Tuesday afternoon), High School Auditorium, Cor. Western and Lake.

Kindergarten, Temple Beth Emeth, Classroom, Jay and Swan.

Library, High School, Rooms 206-208, N. Lake and Western.

Mathematics, Municipal Gas Company Lecture Room, 124 State.

Modern Language, N. Y. S. College for Teachers, Auditorium, Western and Robin.

Music, State Street Presbyterian Church Auditorium, State, between Swan and Dove.

Normal and Training, Centennial Hall, Lodge and Pine.

Penmanship, School No. 14, corner Trinity and Ash Grove.

Primary, First Reformed Church, N. Pearl and Clinton Square.

Rural Education, First Presbyterian Church, Willett and State.

School Administration, Elks Hall, 138 State.

Science, High School Building Science Lecture Room, and Rooms 303, 309, 317 N. Lake and Western.

Subnormal and Backward, State Street Presbyterian Church S. S. Room, State between Swan and Dove.

GENERAL MEETINGS

The Armory, Washington Avenue

(Two blocks west of Education Bldg.)

Monday Afternoon, Nov. 25, 4 o'clock

Address—America and the New Near East—Mr. Bedros K. Apelian, Educational Secretary, American Committee for Armenian and Syrian Relief.

Address—Doctor Ray Lyman Wilbur, President of Leland Stanford University, who will speak for the National Food Administration.

Monday Evening, Nov. 25, 7:45 o'clock

Community Singing led by Mr. Howard Clarke Davis, Supervisor of Music in the Public Schools of Yonkers.

Mr. C. Earl Dinsmore, Accompanist.
(The Regular Meeting will begin at 8:15 o'clock.)

A Word to the Teachers of the Empire State—His Excellency, Governor Charles S. Whitman.

Address of Welcome—Honorable James R. Watt, Mayor of Albany.

Address—Doctor Thomas E. Finegan, Acting Commissioner of Education.

Tuesday Evening, Nov. 26, 7:45 o'clock

Community Singing—A chorus consisting of music supervisors of the state, led by Mr. Howard Clarke Davis, will sing the following selections at this session.

Peace with a Sword.....Daniels
Winter Song.....Bullard
The Long Day Closes.....Sullivan
(Provision for this chorus has been made by the Music Section of the Association, Miss Emma J. Devendorf, President.)

Address—Education and the New World Order—Professor William C. Bagley, Teachers College, Columbia University.

Reception by Governor and Mrs. Charles S. Whitman at the Executive Mansion.

Wednesday Morning, Nov 27, 11 o'clock

Closing Address—A League of Nations—(Speaker to be announced.)

MEETINGS OF ASSEMBLY OF DELEGATES

Assembly Room—Hotel Ten Eyck

Tuesday Afternoon, November 26, 4:30 o'clock

At this meeting important reports will be presented and discussed.

Doctor A. R. Brubacher will report for the special committee appointed by the Association to consider the provisions of the State Retirement Fund.

Doctor Frank D. Boynton will report for the committee on legislation.

At this meeting furthermore an opportunity will be given to present any items of business that may require special thought and consideration before the Wednesday morning meeting.

Wednesday Morning, November 27, 8:30 o'clock

Final action on all matters of business will be taken at this meeting. It is vital, therefore, that every delegate shall be present promptly at the time set. At this meeting also officers will be elected for the ensuing year. The meeting will close in ample time for the final session to be held at 11 o'clock.

CLASSICAL SECTION

First Lutheran Church, Pine and Lodge Sts.

President, George D. Kellogg, Union College, Schenectady, N. Y.

Tuesday Morning, 10 o'clock

10:00—Salutatio Latine Expressa—Professor Donald B. Durham, Hamilton College.

Responsio—Miss Mabel V. Root of Catskill.

10:15—Address by the President, Professor George Dwight Kellogg of Union College—The Outlook for a Humanistic Awakening After the War.

10:30—Paper—Ancient Ideals of Patriotism and Democracy—Professor John Ira Bennett of Union College. Discussion.

11:00—Paper—Cæsar, Cicero and Pompey—Professor Gonzalez Lodge, of Teachers College, Columbia University. Discussion.

11:40—Paper—Latin in the Junior High School—Miss L. Antoinette Johnson, of Milne High School, Albany. Discussion.

Tuesday Afternoon, 1:30 o'clock

1:30—Business Meeting. Report of the Reading League, Professor Charles Hoeing, of the University of Rochester.

2:00—Address—The Faith That Is in Us—Professor Duane Reed Stuart, of Princeton University. Discussion.

2:40—Paper—The College Entrance Examinations—Professor Nelson G. McCrea, of Columbia University. Discussion.

3:30—Paper—The New Latin Syllabus—Mr. S. Dwight Arms, of the State Department of Education. Business.

COMMERCIAL TEACHERS' SECTION

**First Reformed Church Auditorium,
N. Pearl St. and Clinton Square**

President, Mr. G. M. York, State College for Teachers, Albany, N. Y.

Tuesday Morning, 9:30 o'clock

- 9:30—Address—Professor J. T. Maden, New York University.
 10:15—Address—Methods of Teaching Shorthand—Mr. John R. Gregg, New York City.
 11:00—Address—Steps in Bookkeeping Instruction—C. E. Bowman, White Plains.

Tuesday Afternoon, 2 o'clock

- 2:00—Address—The Proposed Revision of the Syllabus for Bookkeeping—W. E. Bartholomew, State Department, Albany, N. Y.
 Business Meeting.

NEW YORK STATE COUNCIL OF ELEMENTARY SCHOOL PRINCIPALS AND TEACHERS

Education Building Auditorium, State and Hawk Streets

President, Mr. Nathaniel G. West, Principal Franklin School No. 9, Rochester, N. Y.

Tuesday Morning, 9 o'clock

- 9:15—Address—The Teacher and the National Life—Rush Rhees, D. D., President of the University of Rochester.
 10:15—Address—Heroes—Dr. Jeremiah M. Thompson, Principal, Potsdam Normal School.
 11:15—Address—A New Viewpoint in Teaching History and Civics—Mr. Charles E. Finch, Director of Junior High School Academic Work, Rochester, N. Y.
 Election of Officers.

Tuesday Afternoon, 2 o'clock

**Ways and Means Committee Room,
The Capitol**

- Grammar Grade Group—7th and 8th Grades—Principal H. D. Rickard, Chairman, Syracuse, N. Y.
 2:00—Demonstration Lesson in War History for the Eighth Grade—Arranged by Mr. C. Edward Jones, Albany, N. Y.
 Discussion by Director Charles E. Finch and others.
 Election of Officers.

Tuesday Afternoon, 2 o'clock

State Education Bldg. Auditorium, State and Hawk Streets

- Intermediate Grade Group—5th and 6th Grades—Principal John P. Bruck, Chairman, Buffalo, N. Y.
 2:00—Demonstration Lesson in War Geography for the Fifth Grade—Miss Lucy Miles, School 22, Albany, N. Y.; Miss Anna C. Halpen, School 17, Albany, N. Y.; Miss Katherine McLaughlin, School 12, Albany, N. Y.
 Discussion.
 Election of Officers.

**NEW YORK STATE ASSOCIATION
OF ELOCUTIONISTS**

**Emanuel Baptist Church, State Street,
between Swan and Dove Streets**

President, H. M. Tilroe, Syracuse University, Syracuse, N. Y.; Secretary, Miss Frances M. Schermer, 328 N. Washington Street, Herkimer, N. Y.

Monday Evening, 7:30 o'clock

Meeting of the Officers and Board of Directors—

Tuesday Morning, 9 o'clock

- 9:00—Registration.
 9:15—Vice President's Address—Mr. Lemuel B. C. Josephs, New York City.
 9:35—Greetings.
 9:50—Announcements.
 10:00—Address—Miss Jane Herendeen, New York City.
 10:30—Address—Speech Elements—Mrs. Anne E. Wolter, New York City.
 11:00—Address—Does It Pay?—Mr. John P. Silvernail, Theological Seminary, Rochester, N. Y.
 11:30—Address—Impression and Expression—Mr. Horace G. McKean, Union University, Schenectady, N. Y.
 12:00—Business Meeting.

Tuesday Afternoon, 2 o'clock

- 2:00—Address—Public Speaking in the Public Schools—Mr. Earle W. Annibal, State Normal School, Oneonta, N. Y.
 2:20—Address—The True Value of High School Declamation—Miss Henrietta Prentiss, Hunter College, New York City.

2:45—Recital—Miss Ethel M. DeBeau, Hempstead, N. Y.

3:00—Address—Reading: Its Place in the New Education—Mr. Frederick D. Losey, New York City.

✓ 3:30—Address—The First Free Medical Clinic Licensed by the New York State Board of Charities and Devoted Solely to the Cure of Defective Voice and Speech Conditions—Dr. James Sonnett Greene, New York Clinic for Speech Defects, New York City.

4:00—Address—Dramatic Activities Among the Soldiers—Mr. Franklin H. Sargent, Chairman of Dramatic Work in War Department Commission on Training Camp Activities.

4:30—Address—The Four Minute Men—Rev. J. Woodman Babbitt, Newburgh, N. Y.

6:00—Get-Together Dinner.

Wednesday Morning, 9 o'clock

9:00—Registration.

9:15—Address—The Teacher's Opportunity in the Present Crisis—Mr. W. K. Wickes, Syracuse, N. Y.

9:35—Patriotic Recital—Original Humorous Verse—Mr. James P. Doyle, New York City; Charlotte Sulley Presby, New York School of Expression, New York City; Miss Alvina C. Winkler, Troy Conservatory of Music, Troy, N. Y.; Miss Frances Schermer, Herkimer, N. Y.; Rev. J. Woodman Babbitt, Newburgh, N. Y.

10:45—Adjournment to General Meeting of the New York State Teachers' Association.

12:00—Business Meeting and Adjournment.

ENGLISH TEACHERS' SECTION

Second Presbyterian Church, Lodge St., near Maiden Lane

President, Mr. A. B. Sias, West High School, Rochester, N. Y.; Secretary, Mr. E. B. Richards, Central High School, Syracuse, N. Y.

Tuesday Morning, 9 o'clock

9:00—Address—Our Aims—Mr. A. B. Sias, West High School, Rochester, N. Y.

9:30—Business Session.

10:00—Address—The Co-operation of High School and College—Professor Horace A. Eaton, Syracuse University, Syracuse, N. Y.

Discussion to be opened by Dr. Charles R. Gaston, Richmond Hill High School, New York City.

10:45—Address—English Teaching and the War—Dr. John R. Slater, University of Rochester, Rochester, N. Y.

Discussion to be opened by Mr. Edwin Fairley, Jamaica High School, New York City.

11:30—Question and Answer Session.

Committee—Mr. Frederick H. Bair, Specialist in English, Chairman; Dr. Charles R. Gaston, Richmond Hill High School, New York City; Mr. Ernest R. Clark, East High School, Rochester, N. Y.

Tuesday Afternoon, 2 o'clock

Oral English Session

2:00—Demonstration—Milne High School Group, Albany, N. Y.

3:00—Discussion—General.

3:15—Address—Opening with a Summary of Methods Used and Results Obtained—Miss Jane Jones, State College for Teachers, Albany, N. Y.

4:00—Business Session—Election of Officers and Presentation of Resolutions.

Wednesday Morning, 9 o'clock

Library Sessions

9:00—Address—The Use of the Library in My English Work—Helen R. McCann, English Department, Utica Free Academy, Utica, N. Y.

9:30—Address—An Adequate Library—The English Department's Point of View—Mr. C. C. Certain, Head of English Department, Cass Technical High School, Detroit, Mich.

10:00—Address—The Need of an Organized Library for Effective English Teaching—Mr. Frederick H. Bair, Specialist in English, State Education Department, Albany, N. Y.

10:45—Looking Forward—Our New President.

11:00—Adjournment to General Meeting.

EVENING SCHOOL AND AMERICANIZATION SECTION

Room 323 State Education Bldg., State and Hawk Streets

(The Evening School Section and the Immigrant Education Section have been combined under this head.)

President, Mr. W. C. Smith, State Education Department.

Tuesday Morning, 9 o'clock

- 9:00—Address—New York State and The Newer Americanization—Dr. Thomas E. Finegan.
- 9:40—Address—Community Councils in Americanization—John Collier.
- 10:20—Address—What Shall We Do for Her?—Miss Mary Dreier.
- 11:00—Discussion led by Charles E. Finch, Director of Immigrant Education, Rochester, N. Y.

Tuesday Afternoon, 2 o'clock

- President E. N. Huyck, Chamber of Commerce, Albany, Presiding.
- 2:00—Address—Americanization in Industry—E. E. Bach, Director Americanization Bureau State Defense Council, Pa.
- 2:40—Address—H. H. Wheaton, Director Americanization Bureau State Defense Council, Conn.
- 3:20—Address—J. Korski Grove, New York City.
- 4:00—Discussion led by Miss Sarah Elkus, Supervisor Continuation Schools, New York City.

Wednesday Morning, 9 o'clock

Dr. A. R. Brubacher, State College for Teachers, Albany, presiding.

The Training of Teachers for Immigrant Education.

- 9:00—Address—The Need—Dr. George E. Smith, Buffalo, N. Y.
- 9:40—Address—The Remedy—District Superintendent Henry E. Jenkins, New York City.
- 10:20—Discussion led by C. Edward Jones, Superintendent of Schools, Albany, N. Y.

FINE, INDUSTRIAL AND HOUSEHOLD ARTS SECTIONS

Trinity M. E. Church, Lark and Lancaster Streets

President, Harry W. Jacobs, Supervisor Drawing and Handwork, Buffalo, N. Y.

General Meeting

- 9:30—Industrial Training and the War—James McKinney, Field Agent Division Education and Training, Emergency Fleet Corporation. (Illustrated.)
- 10:30—Dr. David Snedden, Columbia University. (Subject to be announced.)

Industrial Section

- 2:00—Speaker to be announced.
- 2:45—Schools in War Time—General Discussion and Round Table Conducted by Lewis A. Wilson, State Director, Industrial Education, New York State Education Department.

Household Arts Section

- Chairman, Marion S. Van Liew, State College of Teachers, Albany, N. Y.
- 2:00—Speaker to be announced.
- 2:45—The Need of and Suggestions for Teaching of Food Values—Miss Flora Rose, Cornell University, Ithaca, N. Y.
- Discussion.
- Sub Section Meetings:
 - (a) Household Art Teachers in State Normal Schools.
 - (b) Household Art Teachers in High School and Grades.
 - (c) Household Art Teachers in Vocational Schools.
 - (d) Household Art Teachers in Evening Schools.

Art Section

- Chairman, Eunice Perrine, State College for Teachers, Albany, N. Y.
- 2:00—Posters—Ernest W. Watson, Pratt Institute, Brooklyn, N. Y.
- 2:30—Methods of Teaching in Elementary Drawing—Amelia B. Sprague, State Normal School, Buffalo, N. Y.
- 3:00—Errors in Regents Examinations—Lelia Olcott, Cortland Normal School.
- 3:30—The Industrial Arts Point of View—Leon L. Winslow, New York

State Education Department, Director
of Industrial Art.

HISTORY SECTION

**Historical Society Bldg., 125 Washington
Avenue**

President, Edward P. Smith, High
School, North Tonawanda, N. Y.;
Secretary, Clarence L. Hewitt, Central
High School, Syracuse, N. Y.

Tuesday Morning, 10 o'clock

10:00—Report of Committee on New
York State History Syllabus.

10:30—Address—The Teaching of Com-
munity Civics—Mr. Edgar W. Ames,
Head of History Department, Troy
High School, Troy, N. Y.

11:00—Address—How Shall Civics be
Taught?—Professor A. S. Beatman,
Head of History Department Julia
Richmond High School, New York
City.

11:30—Address—A Civics Course for
Elementary and Secondary Schools.

Tuesday Afternoon, 2 o'clock

2:00—Joint Meeting with the Library
Section, Albany High School.

Address—The Responsibility of His-
tory Teachers and Librarians for
our Delay in Entering the World
War—Dr. James Sullivan, State
Historian, Albany, N. Y.

2:45—Business Session.

3:00—Address—Readjustment in His-
tory Teaching—Dr. Joseph Schafer,
Oregon State University, Vice Chair-
man National Board for Historical
Service.

Address—Dr. Robert M. McElroy, Edu-
cational Director Natural Security
League.

HYGIENE AND PHYSICAL EDUCA- TION SECTION

President, Mr. Laurence S. Hill, Al-
bany; Secretary, Miss Edith Walker,
Normal School, Oswego.

Tuesday Morning, Nov. 26, 9:15 o'clock
Auditorium No. 12 School

Speakers will please conform to the
time allowed for the presentation of their
papers.

General Topic—Child Welfare as a War
Measure.

9:15—Conservation of Health as a War
Measure—Dr. Edith H. Matzke, Med-
ical Advisor of Women, Cornell Uni-
versity, Ithaca. (On leave of absence
1918-1919 for war service. Special
lecturer for the Commission on Train-
ing Camp Activities, Social Hygiene
Division, Section on Women's Work.)

9:45—The Physical Fitness of School
Children—Mr. Randall Warden, Di-
rector of Physical Education, Newark,
N. J.

10:15—Federal Support of Physical
Training—Mr. William Geer, Assist-
ant State Inspector of Physical Train-
ing.

10:30—What New York State is Doing
for the Health Education of its School
Children.

(a) Oral Hygiene—(Speaker to be
announced.)

(b) Nutrition—Miss Mary G. Mc-
Cormick, Expert on Nutritional
Condition of School Children.

(c) Mental Diagnosis—Dr. William
B. Cornell, Physical and Mental
Diagnostician.

(d) Work of the School Nurse—
Miss Bertha McChesney, Super-
vising Nurse.

(e) Tubercular Diagnosis—Dr. W.
A. Howe, State Medical Inspect-
or.

Each speaker to be limited to ten min-
utes.

11:20—General Discussion—Opened by
Mr. Edward F. Brown, Manager of
the Camp Department, for the Com-
missioners of the Palisades Interstate
Park.

Discussions under the five minute rule.

11:45—President's Report.

Annual Business Meeting.

Election of Officers.

Luncheon will be served near the High
School.

Tuesday Afternoon, 1:30 o'clock

**High School Auditorium, Corner Western
and Lake Avenues**

1:30—Special Activities in Social Hy-
giene About Military Training Camps.
Illustrated by the film "Fit to Fight"
from the United States Public Health

Service, the Surgeon General's Office.
(Speaker to be announced.)

2:00—The balance of the afternoon programme will consist of round table discussions of the various aspects of school medical inspection and physical training; and the "Folk Dance Ball."

This section will be broken up into the following sub-sections:

NURSES AND MEDICAL INSPECTORS

Room 110, Albany High School

Chairman, Dr. Clinton P. McCord, Health Director, Albany.

General Subject—Health Education as a War Measure; Status; Importance; Methods.

The programme will be in the form of a round table for the discussion of present problems faced by school medical inspectors, nurses, health officers, social welfare workers, teachers of hygiene and all persons interested in the health phases of education.

Experts in the various lines of child welfare will be present to answer questions and to lead the discussions.

No formal papers will be presented.

PHYSICAL EDUCATORS

Room 116, Albany High School

Chairman, Mr. Daniel Chase, Assistant State Inspector of Physical Training.

General Subject—Physical Training Per the New York State Plan: Popularization, Organization, and Administration, will be discussed by:

Rural Supervisors and Instructors of Physical Training.

Some suggested topics for discussion are:
Minimum essentials within various types of schools as to time, material and equipment:

- (a) For schools with only ordinary classroom.
- (b) For schools with playgrounds.
- (c) For schools with space and equipment.

The training of rural supervisors and instructors.

The best method for establishing general community workers in rural regions.

What are you doing to meet the State requirements in physical training and how are you doing it?

Some of the leaders in discussion will be:

Mr. Henry G. Berberich, Old Forge, N. Y.

Mr. Laurence S. Hill, Albany.

Mr. Arthur Hollis, Whitesboro.

Mr. John N. Northup, Chazy.

Miss Bessie L. Parks, Cortland Normal School, Cortland.

Mr. Charles W. Pusey, Hamburg.

The several Special Physical Training Instructors of the State Education Department.

HIGH SCHOOL DIRECTORS OF PHYSICAL TRAINING

Room 117, Albany High School

Chairman, Mr. Everet T. Grout, Director of Physical Training, High School, Schenectady.

Some suggested topics for discussion:

- (1) Supervised Recreation problems:
 - (a) In school without equipment.
 - (b) In schools with equipment.
- (2) Now that women are taking the place of men in many high schools, what shall the female physical training teacher do with the high school boy?
- (3) Methods of checking large groups of students in Physical Training D and E.
- (4) Correlation of physical training with other parts of the school programme.
- (5) The three-hour recreational requirement.
- (6) Credit for physical training—Regents Counts.
- (7) Standards for grading physical training.
- (8) Double periods for high school physical training.
- (9) What are you doing to meet the State requirements in Physical Training and how do you do it? (Don't be a bit bashful in standing at Attention! and defending your organization and work when called on.)

Some of the leaders in discussion will be:

Mr. John L. Allen, Binghamton Central High School.

Mr. Walter L. Boyson, Albany High School.

Miss Elizabeth Burchenal, Assistant State Inspector of Physical Training.

Mr. Carl H. Burkhardt, Supervisor of Physical Training, Buffalo.

Dr. Walter Cobb, Assistant State Inspector of Physical Training.

Mr. Franklin J. Gray, Associate Director of Physical Training, Rochester.

Mr. Daniel Kelley, Assistant State Inspector of Physical Training.

Miss Ethel Manchester, West High School, Rochester.

Mr. Claude L. Metz, Albany High School.

Mr. W. W. Mustaine, Assistant State Inspector of Physical Training.

Miss Anna O'Keefe, Albany High School.

Miss Sydney Parsons, Girls' High School, Brooklyn.

Miss Katherine Sibley, Syracuse University.

ELEMENTARY SCHOOL DIRECTORS OF PHYSICAL TRAINING

Auditorium, Albany High School

Chairman, Mr. Herman J. Norton, Director of Physical Education, Public Schools, Rochester.

Some suggested topics for discussion:

- (1) Supervised recreation problems:
 - (a) In schools without equipment.
 - (b) In schools with equipment.
- (2) Correlation of physical training with other parts of the school programme.
- (3) The three-hour recreational requirement.
- (4) Standards for grading physical training.
- (5) Practical co-operation of physical training departments with the nurses and medical inspectors.
- (6) The need of physical training surveys.
- (7) What are you doing to meet the State requirements in physical training and how do you do it?

Some of the leaders in discussion will be:

Miss Elizabeth Burchenal, Assistant State Inspector of Physical Training.

Mr. H. H. Buxton, Supervisor of Physical Training, Utica.

Mr. William Geer, Assistant State Inspector of Physical Training.

Miss Mary Mason, Supervisor of Physical Training, Schenectady.

Miss Bessie Parks, State Normal School, Cortland.

Miss Helen Pettengill, Associate Director of Girls' Recreation Clubs, Rochester.

Mr. Randall Warden, Director of Physical Training, Newark N. J.

Mr. L. P. Washburn, Supervisor of Physical Training, Syracuse.

Miss Alta J. Wiggins, Director of Physical Training, Buffalo.

4:00—"FOLK DANCE BALL" and Social Gathering, Miss Elizabeth Burchenal, Chairman, Organization Committee, American Folk Dance Society, and Assistant Inspector of Physical Training, in charge.

Tuesday Evening, 8 o'clock

8:00—Demonstration of Physical Training, Albany Public Schools State Armory, corner Lark street and Washington Avenue.

10:00—The Capitol District Physical Directors' Society will act as host at a reception to the visiting delegates and friends of the New York State Hygiene and Physical Educators' Association.

Wednesday Morning, 9:30 o'clock

9:30—Meeting of delegates of the affiliated local societies and members of the Advisory Council, Auditorium, Albany High School.

11:00—Adjournment.

KINDERGARTEN SECTION

Temple Beth Emeth Classroom, Jay and Swan Streets

Chairman, Miss Luella A. Palmer, 510 West 123rd Street, New York City.

Tuesday Morning, 9:30 o'clock

Addresses and Discussion.

9:30—Address—Development of Language at the Kindergarten Age.

10:30—Address—New Experiments in the Education of Young Children—Illustrated—Miss Grace Brown, Teachers' College.

11:30—Roll Call of Delegates—Five Minute Reports on the Effects of War Upon Local Kindergarten Conditions.

Tuesday Afternoon, 2 o'clock

2:00—Round Tables—For Supervisors and Training Teachers—Topics, State Kindergarten Bill; State Requirements for Kindergartners; The Name "Kindergarten."

For Directors and Assistants—Topic, The Function of Free Play in Kindergarten Activities.

4:00—Address—The Kindergarten Unit in France—Miss Fanniebelle Curtis, Director of Kindergarten Unit of the Red Cross.

LIBRARY SECTION

High School Rooms, 206-208, North Lake and Western Avenues

President, Dr. James V. Sturges, State Normal School, Geneseo, N. Y.; Secretary, Miss Mary C. Richardson, State Normal School, Geneseo, N. Y.

Tuesday Afternoon, 2 o'clock

Conference for High School Librarians.

2:00—Address—The Library's Responsibility for Up-to-date History Teaching—Mr. James Sullivan, State Historian, State Education Department, Albany, N. Y.

2:30—Address—The School Libraries' Part in the War—Katherine M. Christopher, Librarian, Julia Richmond High School, New York City.

2:50—Address—Care of War and Conservation Material—Alice H. Stafford, Librarian, Hutchinson-Central High School, Buffalo, N. Y.

3:10—Librarian's Certification Laws—Dr. Sherman Williams, Chief of School Libraries Division, Albany.

3:30—Discussion of Topics sent in by High School Librarians.

4:00—Business meeting of Library Section.

Wednesday Morning, 9:30 o'clock

Joint Session with English Department.

MATHEMATICS SECTION

Municipal Gas Company Lecture Room, 124 State Street

President, Mr. E. E. Arnold, State Education Department, Albany, N. Y.

Tuesday Morning, 9:30 o'clock

9:30—Address—The Reconstruction of the Ninth Year Mathematics—Dr. H. O. Rugg of Chicago University.

Discussion to be led by Professor David Eugene Smith, of Teachers' College, and Professor H. E. Hawks, Dean of Columbia University.

(In order to be prepared for the discussion of this important topic, teachers will find it extremely desirable to read Dr. Rugg's monograph entitled "Scientific Method in the Reconstruction of Ninth Grade Mathematics"—by H. O. Rugg and J. R. Clark, University of Chicago Press. This monograph has attracted much attention.)

11:00—Junior High School Mathematics—Discussion to be led by Mr. William Betz, East High School, Rochester N. Y.

(It is hoped that the committee on Junior High School Mathematics may be able to present a preliminary report.)

Tuesday Afternoon, 2 o'clock

2:00—Address—Mathematics and the War—Mr. W. E. Breckenridge, Stuyvesant High School and Teachers' College, New York.

(Mr. Breckenridge is at present giving a course on this subject at Teachers' College.)

3:00—Illustrated Lectures—Two are under consideration:

(1) A Historical Lecture—Professor David Eugene Smith.

(2) Mathematics in Every-day Life—Professor C. B. Upton, of Teachers' College.

NEW YORK STATE MODERN LANGUAGE ASSOCIATION

New York State College for Teachers Auditorium, Western Ave. and Robin St.

President, Dr. J. B. E. Jonas, DeWitt Clinton High School, New York City.

Tuesday Morning, 9:30 o'clock

- 9:30—Address—Classroom French and the War—Professor William Milwitzky, Director of French at Camp Merritt, New Jersey.
- 10:30—Address—The Future of German Instruction in America—Professor E. W. Bagster Collins, Columbia University.
- 11:30—Address—Handicaps in the Teaching of Spanish—To be announced.
- Each paper will be followed by a discussion.

Tuesday Afternoon, 2 o'clock

- 2:00—Address—The War and the Modern Languages—President Alexander Meiklejohn, Amherst College.
- (Either another speaker or business meeting.)
- Round Table for French, German or Spanish:
- French—The State Department Questionnaire.
- German—Critique of Regents Examinations.
- Spanish—How to Improve the Training of Teachers of Spanish.

Tuesday Evening, 6:30 o'clock

- Get-Together Dinner—
- Professor Charles A. Downer, of the College of the City of New York, and President of the Alliance Francaise, will speak on The College Adjustment to War Measures.

MUSIC SECTION

State Street Presbyterian Church Auditorium

President, Emma E. Devendorf, Gloversville, N. Y.

Monday Afternoon

State Armory

- 4:30—Rehearsal of Supervisors' Chorus—Mr. Howard Clarke Davis, Conductor, Yonkers, N. Y.

Tuesday Morning, 8:30 o'clock

State Street Presbyterian Church

- General Topic—The Place of Music in Education.
- 8:30—Registration.
- 9:00—President's Address.

9:15—Greeting—Dr. Abram R. Brubacher, Principal State College for Teachers, Albany, N. Y.

9:30—Address—Music in the College—Professor William H. Hoerrner, Music Department, Colgate University.

10:00—Address—The Relation of the Normal Schools to the Public, or City School System—Mrs. Charlotte Waterman, Music Department, Oswego Normal School, Oswego, N. Y.

10:30—Address—The Efficient Supervisor—Superintendent Frank M. Smith, Johnson City.

11:00—Address—Music in the Life of the Child—(Illustrated by pupils from Ithaca Schools)—Miss Laura Bryant, Supervisor of Music, Ithaca, N. Y.

11:30—Vocal Solos:

- (a) Sings the Nightingale to the Rose Chadwick
 - (b) Khaki Sammy..... Carpenter
 - (c) Yesterday and To-day..... Spross
 - (d) Happy Lil Sal..... Jacobs-Bond
- Miss Marjorie B. Brundage, Supervisor of Music, Newburgh.

11:45—Important Business Session.

The Organization of the Music Section.

Tuesday Afternoon, 2 o'clock

2:00—Address—The Trend of Music Education as Evidenced by the National Meetings of the Past Year—Mr. Charles H. Miller, Supervisor of Music, Rochester, N. Y.

Discussion—Dr. Victor L. F. Rebmann, Yonkers, N. Y.; Mr. David E. Mattern, Ithaca, N. Y.; Mr. Joseph E. Maddy, Rochester, N. Y.

2:45—Vocal Solos:

- (a) The Dawn..... d'Hardelet
 - (b) The Americans Come Fay Foster
 - (c) One Year..... Burleigh
- Miss Florence McDonough, Albany, N. Y.

3:00—Timely Topics—In charge of Miss Clara M. Davis, Supervisor of Music, Port Chester.

- (1) The Musical Alliance—Mr. Arthur B. Targett, Cohoes, N. Y.
- (2) The National Week of Song—
- (3) The National and Eastern Conferences—New York City, 1919—Mr. Walter C. Rogers, Ossining

- (4) Requirements for the Teaching of Music in the Various States—Mr. Russell E. Carter, Amsterdam, N. Y.
 (5) School Credits—(by request)—The Committee.

Open Discussion.

- 3:45—Violin Solo—Dr. Victor L. F. Rebman, Yonkers, N. Y.

I. (a) Larghetto from the second Sonata in G, op. 9, Frank E. Ward.

(b) American Dance (No. 2) in E—Albert Stoessel.

II. Five Indian Sketches, op 40—Cecil Burleigh.

Legend.

Over Laughing Waters.

Sun Dance.

From a Wigwam.

To the Warriors.

- 4:00—Address—Music in the High School—Miss Anna G. Judge, Chairman, Music Department, Wadleigh High School, New York City.

4:45—Rehearsal of the Supervisors' Chorus.

Tuesday Evening, 6:30 o'clock

- 6:30—The Music Section Dinner, in charge of Miss Carol M. Holland, Geneseo Normal School, Geneseo, N. Y.

- 8:30—General Meeting at the Armory. Supervisors' Chorus. Community Singing.

NORMAL AND TRAINING SCHOOL SECTION**Centennial Hall, Lodge and Pine Streets**

President, Granville B. Jeffers, B. A., Training School, Schenectady, N. Y.

Tuesday Morning, 9:00 o'clock

- 9:00—Address—How Shall We Train In Order That Our Schools May Be More Purposeful in Serving the Ends of Democracy?—Principal Wilbur Lynch, Training Department, Oneonta Normal.
 9:30—Address—Promotions in the Practice School as Determined by the Use of Standard Tests and Educational Measures—Miss Anna B. Herrig, Supervisor Practice, New Paltz Normal.
 10:00—My Conception of the Greatest Need of the Normal School—Dr. David Snedden, Teachers College,

Columbia University.

- 10:45—What Relation Should the Various Departments of the Normal School Maintain Toward the Practice Department?—Laurence H. Van den Berg, Superintendent Training School Department, Oswego Normal.

- 11:45—Address—The Rural Schools—Miss Mabel Carney, Rural School Specialist, Teachers College, Columbia University.

Tuesday Afternoon, 2 o'clock

- 2:00—Address—The Teaching of English Through Spelling—Dr. John B. Kennedy, Batavia, N. Y.

- 2:30—Address—Fundamentals in the Training of Elementary School Teachers—Dr. A. R. Brubacher, President New York State College for Teachers, Albany, N. Y.

- 3:00—Address—A Restatement of Educational Principles—Dr. E. B. Bryan, President Colgate University, Hamilton, N. Y.

- 3:45—Election.

An opportunity for discussion on any number of the programme will be granted.

PENMANSHIP SECTION**School No. 14, Corner Trinity and Ash Grove Places**

President, Alice E. Benbow, Schenectady, N. Y.

Tuesday Morning, 9 o'clock

- 9:00—Address—Correlation in Penmanship Instruction—Mr. W. E. Bartholomew, State Education Department, Albany, N. Y.

- 9:30—Discussion led by Mr. C. C. Lister, Brooklyn Training School.

- 10:00—Classes for Demonstration of
 (a) Pencil Holding, Grade 1.
 (b) Beginning Ink Writing, Grade 3.

- 10:30—Discussion.

- 11:00—Address—The Successful Writing Teacher from a Superintendent's Standpoint—Mr. D. J. Kelly, Superintendent of Schools, Binghamton, N. Y.

- 11:30—Address—What the Normal School is Doing to Meet the Superintendent's Requirements—Mr. H. DeWitt DeGroat, Principal, Cortland Normal.

Tuesday Afternoon, 1:30 o'clock

- 1:30—Rhythmic Lesson.
Discussion—(Speakers to be announced.)
- 2:30—Communication—The War and Our New Educational Problem—Lieutenant L. A. Peckstein, Psychologist, U. S. A. General Hospital No. 6—Read by Mr. Joseph P. O'Hern, Assistant Superintendent of Schools, Rochester, N. Y.
- 2:45—Election of Officers.
- 3:00—Question Box and Round Table Discussion, led by Mr. W. E. Bartholomew, State Education Department, Albany, N. Y.

PRIMARY TEACHERS' SECTION

First Reformed Church, North Pearl and Clinton Square

President, Mr. Luther N. Steele, Superintendent of Schools, Canandaigua, N. Y.

Tuesday Morning, 9:15 o'clock

- 9:15—Address—Dr. Charles T. MacFarlane, Columbia University.
- 10:00—Address—Dr. Thomas E. Finegan, Acting Commissioner of Education.
- 11:00—Address—Dr. A. C. Thompson, Principal Brockport Normal School.

Tuesday Afternoon, 2 o'clock

- 2:00—Address—To be announced later.
- 3:00—Address—L. N. Steele, Superintendent of Schools, Canandaigua.
- 4:00—Address—To be announced later.

RURAL EDUCATION SECTION

First Presbyterian Church, Willett and State Streets

President, District Superintendent M. B. Furman, East Rochester, N. Y.

Tuesday Morning, 10 o'clock

- 10:00—Address—Dr. W. C. Bagley, Columbia University.
- 11:00—Address—Physical Education—

Tuesday Afternoon, 2 o'clock

- 2:00—Address—English in the Rural School—Frederick H. Baer, State Department of Education.
- 3:00—Address—Rhythm Work in the Rural School—(Class Demonstration)—Miss Florence Smith, Rochester Public Schools.

SCHOOL ADMINISTRATION SECTION

Elks Hall, 138 State Street

President, Mr. Charles S. Williams, Secretary Board of Education, Hudson, N. Y.

Tuesday Morning, 9:30 o'clock

- 9:30—Address—Shortage of Teachers: Cause and Remedies—Superintendent Asher J. Jacoby, Elmira, N. Y.
- 10:15—Address—The Smith-Hughes Act—Superintendent Arvie Eldred, Troy, N. Y.
- 11:00—Address—Physical Education—W. Fowler Buck, Ph. D., Department of Education and Practice, Geneseo State Normal School, Geneseo, N. Y.

Tuesday Afternoon, 2 o'clock

- 2:00—Address—Utilizing the Results of Standard Tests—Superintendent C. L. Mosher, Saratoga Springs, N. Y.
- 2:45—Address—The Patriotism of War Savings—Mr. Henry Randolph Daniel, Secretary American Society for Thrift, Chicago, Illinois.
- 3:30—Business Meeting.

JOINT MEETING OF THE SCIENCE SECTION AND THE STATE SCIENCE TEACHERS' ASSOCIATION

High School Building, Science Lecture Room and Rooms 303, 309 and 317

President of the Science Section, B. O. Burgin, High School, Albany.

President of the State Science Teachers' Association, H. A. Carpenter, West High School, Rochester.

Monday Afternoon, 2 o'clock

Registration.

Monday Evening

(Following the general session of the State Teachers' Association.)

Meeting of the Councils of the Science Section and the State Science Teachers' Association. Place of meeting to be announced later.

**Tuesday Morning, 9 o'clock
High School Auditorium**

General Session.

9:00—Report of Joint Committee on Affiliation—Chairmen, C. F. Hale, State College for Teachers, Albany, for the Science Section and R. C. Gibbs, Cornell University, Ithaca, for the State Science Teachers' Association.

Announcements and Appointment of Committees.

- 9:45—Address—Science in Modern War—Lieutenant Colonel C. C. Carter, U. S. A., Professor of Natural and Experimental Philosophy, United States Military Academy, West Point, N. Y.
- 10:45—Report of Committee on General Science—H. A. Carpenter, West High School, Rochester, Chairman.
Discussion of the Report led by Frank P. Huested, High School, Albany.
- 11:30—Meeting of the two Councils to discuss and take action on the report of the Committee on Affiliation.

Tuesday Afternoon, 2 o'clock**High School Auditorium**

General Session.

2:00—Business Meeting—

Reports.

General Action on Affiliation.

Election of Officers.

DIVISION MEETINGS**Division A, Physics and Chemistry, Room 317**

R. A. Crumb, Chairman, High School, Binghamton

3:00—Business Meeting and Appointment of Nominating Committee.

3:15—

4:00—

4:30—Report of Nominating Committee and election of Chairman for 1919.

Division B, Biology, Room 303

Mrs. Roberta Parke, Chairman, Masten Park High School, Buffalo

3:00—Business Meeting and Appointment of Nominating Committee.

3:15—Address—Not After the War, But Now—Miss Ethel Pickard, Hutchinson-Central High School, Buffalo.

4:00—Discussion of the above address.

4:30—Report of Nominating Committee and Election of Chairman for 1919.

4:45—Round Table Talks—Informal discussion on subjects to be announced.

Division C, Earth Science, Room 309

Melvin E. Coon, Chairman, West High School, Rochester.

3:00—Business Meeting and Appointment of Nominating Committee.

3:15—Address—Geography in War Times—Professor Albert Perry Brigham, Colgate University, President of

The National Council Geography Teachers.

4:00—Discussion of the above address.

4:30—Report of Nominating Committee and election of Chairman for 1919.

SECTION FOR STUDY OF SUBNORMAL AND BACKWARD CHILDREN**State Street Presbyterian Church S. S. Room, State Street Between Swan and Dove Streets**

President, A. Leila Martin, Psychological Examiner, Rochester; Secretary, Mary T. Walsh, City Normal, Rochester.

Tuesday Morning, 9:15 o'clock

9:30—Address—The New State Law Relating to Retardation—Dr. W. B. Cornell, State Physical and Mental Diagnostician, Albany.

Discussion to be opened by:

Superintendent F. D. Boynton, Ithaca
Dr. Clinton P. McCord, Medical Inspector, Albany.10:30—Address—Special Disabilities which Contribute to Retardation in School Status—Dr. Leta Stetter Hollingworth, Columbia University, N. Y.
Discussion to be opened by Flora E. Otis, Oswego Normal, Oswego.

11:30—Report of an appointed committee.

Value of Educational Tests as a Means of Measuring Work in Special Classes—Mary T. Walsh, City Normal, Rochester.

Tuesday Afternoon, 2 o'clock

1:45-2:00—Business Session.

2:00—Address—The Extent and Influence of Mal-nutrition Among Public School Children—Mary G. McCormick, Expert on Nutritional Condition of School Children, Albany.

Discussion to be opened by Dr. Wm. Howe, State Medical Inspector, Albany.

3:00—Address—Education and Progress—Mrs. J. F. Johnson, Founder and Principal of the School of Organic Education, Fairhope, Alabama, who at the present time is conducting experimental classes in Public School No. 95, New York City, as well as classes in Greenwich, Connecticut.
General Discussion.

A CRITIQUE OF NORMAL SCHOOL CURRICULA

Thomas M. Balliet, Ph.D., Dean of the School of Pedagogy, New York University

I AM a teacher of pedagogy in a university, and I am entirely free to confess that, so far as the practical training of teachers is concerned, the normal schools are doing their work much better than the universities are doing theirs. Universities are doing important work in the domain of research; but they do little effective work in the teaching of method, and most of them give little opportunity as compared with normal schools, for observation and practice. In fact, pedagogy in universities is taught no better than the academic subjects. There is need of a study of the pedagogy of teaching pedagogy.

Most of our normal schools are strong on the practical side of their work. Their weakest point is their academic training. Their graduates do not know enough arithmetic, grammar, geography and United States history, especially the last two, to teach these subjects effectively. Their knowledge of them often does not extend much beyond that obtained in the elementary schools.

In making these remarks, I have in mind only the normal schools which train teachers for the elementary schools. I shall not discuss normal schools of collegiate rank which fit teachers for secondary schools. Of such normal colleges we have only a few in the whole country and they are doing an important work.

The policy of state and city normal schools should be to avoid duplicating, or even "reviewing" the academic work of the high school. If studies essential to their training were omitted in their high school course, such studies should be taught; but it is unwise to spend time in doing over the academic work of the high school even if it was done poorly.

The academic work of the normal school should consist of very thorough instruction in the common branches, especially in the four named above. Such instruction should not partake of the character of a "review," or of a "review with reference to teaching;" it should

treat these subjects on a higher plane, and from different points of view from those taken in the elementary schools. Instruction in methods of teaching these subjects should be given separately and not be mixed with the academic work. The aim of such academic instruction should be to give the student a thorough mastery of the material to be taught in elementary schools; and to give him in addition a broad background of scholarship which will make him fertile in illustration and give him the power to simplify and present clearly the elements which can be taught in elementary schools. It takes a master to simplify the elements in any subject, the novice cannot do it.

To be more specific. As a minimum, at least a daily lesson for half a year should be devoted to the study of arithmetic, exclusive of the study of method. Obsolete topics should be omitted. A daily lesson for half a year or more should be devoted to the study of English grammar. This might profitably include the elements of historical English grammar, which would tend to counteract the pedantry which the average text-book on English grammar, if taken seriously, usually fosters. If the student is familiar with the grammar of a foreign language, the simple facts of comparative grammar should be pointed out.

The two elementary subjects in which there is the greatest need of more extensive study are geography and United States history. There should be a daily lesson in each for an entire year, apart from any instruction in method. I don't know of any normal school which does this.

In geography, there should be in the first place thorough instruction in the mathematical part. This should include the rudiments of mathematical astronomy as a background of knowledge for the teacher.

In the second place, the class should be taken over a good modern text-book on physical geography. Physical geography has become almost a new science

since the days of Guyot and Maury. In such a course meteorology should have a prominent place. Most teachers in elementary schools are not familiar with the modern conceptions of the movements of the atmosphere, of the nature and causes of earthquakes, of volcanoes, of the condition of the interior of the earth, of erosion and cycles of erosion; they still teach the theories of the older books which have either been rejected or radically recast in the light of modern scientific thought.

Besides the text-book on physical geography, the class should be required to read as much as possible of the literature of which Lord Avebury's "The Scenery of Switzerland," Shaler's "Man and Nature in North America," "Aspects of the Earth," etc., are examples.

In the third place, the class should be taken over a good text, not too extensive, on commercial geography, not because commercial geography should have a prominent place in the curriculum of the elementary schools but because they need such knowledge to enable them to select and to simplify the elementary facts to be taught. The causal relations between physical and political and commercial geography should be pointed out.

In history, if the class has had the elements of European history, in the high school, the instruction should be confined to American history. Here again the "review" of a text-book is not what is needed. The course should include the study of several volumes of Parkman; of, say, Fisk's two volumes on the Revolution and his "Critical Period," and several volumes of Rhodes; besides the use of a text as a general guide. A daily lesson throughout one entire year of the course should be devoted to it exclusive of instruction in method. The student should be trained to master long lessons by few readings with concentration of attention. This is a training which students never get from simply studying texts. Furthermore, by simply studying texts they never learn the methods of thinking of the historian and his methods of marshalling facts so as to make them tell their meaning.

The course should include the study of the relations of geography to history

as presented in several well known treatises on the subject. So much for the academic training.

In the strictly professional training, it seems to me some normal schools begin at the wrong end precisely as we do in the departments of education in our colleges. We begin in the colleges with Education Psychology, the principles of education, and the history of education, and then follow these up with the study of method and with observation and practice teaching. Many normal schools, though not all, do the same. Colleges not infrequently stop with the theoretical study and give no instruction in method of any value and furnish no facilities either for observation or practice. Such exclusively theoretical instruction does not function in the school room of the young teacher. I have frequently been unable to discover a trace of it. Normal schools never blunder so badly as that; but they often pursue the same order of professional subjects, which appears to me to be a wrong one.

It seems to me pedagogy must be taught to young people like any other subject; that is, in a more or less inductive way; that is, not from theory to practice but rather from observation, study of methods and practice to theory. It seems to me the professional instruction should begin simultaneously with observation of good teaching, and with instruction in method such as will direct and interpret this observation. Later instruction in method should continue along with the immediate psychological basis of method, and at the same time practice teaching should begin. In this way the student would meet the actual facts, the problems of teaching, in his observation work and in his practice teaching, of which the class instruction in method would give him the interpretation. Everyone who has taught the theoretical subjects in pedagogy, and even methods, to a class of young students who have never taught, knows how difficult it is to make them intelligible to them or make them seem practical to them. It is entirely different in the case of instruction to experienced teachers who have faced the problems of the class

room. With them the study of pedagogy may profitably begin with the theoretical, or rather the scientific aspects of it.

It seems to me we are attempting too much in psychology in some of our best normal schools. After all, young people, with only a high school education, are not equipped to enter upon an extensive study of psychology. We should confine the study, it seems to me, to what is necessary as a basis for method, and to such general aspects as are basic in all education. This should be taught with abundant illustrative material. The subject should be taught as an applied science.

Instead of attempting so much psychology, it seems to me, we ought to train the student in the technique of experimental pedagogy. Many problems of the school room can be attacked with a comparatively simple technique. I have no reference to actual research work of scientific value, but merely to repetitions of researches already made by experts both for demonstration purposes and for training in the technique. Many of Stern's experiments on testimony, Lay's experiments on number and spelling are simple and illustrative of what I mean. Such training would at least cultivate a more scientific attitude towards problems of method, if it would accomplish nothing else.

But I believe that where we most seriously go wrong is in the history of education. The history of education is a very large subject and requires for preparation broad training in a number of relatively independent fields of knowledge. To study with any degree of intelligence the history of Oriental education, of Greek education, of Roman education, of Medieval education and of modern education, a student must know general history; he must have had at least an elementary course in the history of philosophy; he must have a fair acquaintance with the general history of literature; he ought to have a knowledge of the general history of art; and for the medieval period he must know the history of the church and of religious dogma. Such preparation is impossible in a normal school; it is impossible even in

a college. Such an ambitious study of the subject should therefore be left to the graduate school of the university. The study of ancient and medieval education is unintelligible to students who have had so limited preparation as high school graduates have, and it has no practical value for them.

The history of education, studied in the broad way described, is of importance not to the classroom teacher but to the superintendent and the principal, who have a voice in the formulation of educational policies, and to the teacher of pedagogy who must know the educational thought and practice of the past as an historic background and basis for his own teaching.

The teaching of the history of education in a normal school, it seems to me, should be confined to the history of modern educational theories, as represented by the educational reformers from Comenius to the present, and to a brief study of the history of the methods of teaching the elementary school subjects. The latter could be made, if preferred, a part of the instruction in method, and the former a part of the instruction in principles of education. In the actual programme it would not necessarily need to appear as a special subject.

We do not discriminate sufficiently between what should be taught in pedagogy in the normal school, in the college, and in the university. The normal school should place its emphasis upon those phases of professional training, both theoretical and practical, which the teacher in the elementary school needs; the college should emphasize those aspects which fit the students to do effective classroom teaching in a secondary school; while the university should emphasize research, the philosophy of education, the history of education, and the larger problems of school administration. In the normal school and the college much emphasis should be laid on instruction in method, observation, and practice teaching under expert direction and criticism; while in the graduate school the scientific and philosophical aspects should receive the emphasis.

HISTORY OF THE DEVELOPMENT OF THE X-RAY

Wheeler P. Davey, General Electric Company, Schenectady

SCIENTISTS have long regarded as worth while any contribution to the sum total of human knowledge, irrespective of whether or not it gives promise of immediate usefulness to the race. The history of the development of X-rays gives striking evidence of the soundness of such a viewpoint.

For some years previous to the discovery of X-rays, many physicists had been hard at work on the investigation of ultra-violet light. During this work they had found the crystals of barium platino-cyanide had the property of giving off visible light while in the path of an ultra-violet beam. They therefore made fluorescent screens by depositing barium platino-cyanide crystals on cardboard. Another group of physicists had been studying the laws of the conduction of electricity through rarified gases. Prof. W. C. Roentgen of Wuerzburg, Bavaria, suspected that when a current of electricity passed through a glass tube containing a gas at very low pressure, invisible light waves were given off. The idea occurred to him that such rays might affect a fluorescent screen in much the same manner as did ultra-violet rays. In order to cut out the visible light from his vacuum tube he wrapped it in heavy black paper. Upon operating the tube to make certain that the covering was completely light-tight, he noticed to his surprise that the fluorescent screen which he had left on a table three or four meters away glowed brightly. He was afterwards asked what he thought upon seeing this. Note the scientific viewpoint of the man as shown by his answer: "I did not think. I investigated." The paper was opaque to ultra-violet light as well as to visible light, but metal substances placed between the screen and the vacuum tube cast shadows on the screen. The tube, was therefore, the source of a radiation hitherto unknown, having the property of passing through heavy black paper.

Upon bringing the screen up closer to the tube, Roentgen found that if the hand

were placed between the tube and the screen, the bones showed in strong relief against the flesh. He at once communicated his discovery to the Physico-Medical Society of Wuerzburg with the result that from that date (November, 1895) to this, countless men and women have received aid from the medical profession which would have otherwise been impossible.

At this point I wish to advise against the common practice in many of our schools of allowing pupils to view their hands in imitation of Roentgen's original work. It is much better to show, in a darkened room, something which can be easily seen by the whole class at once. The X-ray outfit usually found in schools includes a fluoroscope. This is, in reality, a fluorescent screen mounted so as to be the bottom of a light-tight box. The screen can be easily separated from the rest of the box and mounted securely in front of the X-ray tube by means of a wooden clamp. On the back of this screen fasten with adhesive tape a purse containing a few coins or a box of drawing instruments. If the room is well darkened it will be found that the tube needs to be operated but a few seconds in order to satisfy the whole class. A patient going to a competent Roentgenologist for a fluoroscopic examination suffers little if any risk of an X-ray burn, for the Roentgenologist sees to it that the total dose of X-rays received is below the danger limit. But the teacher who runs an unprotected X-ray tube to make sure his set-up is satisfactory and then runs it for a length of time sufficient for every member of a large class to examine his or her hand is running a greater risk than he imagines.

Roentgen investigated the properties of the X-rays with characteristic German thoroughness. By 1897 he had amassed such a volume of information about X-rays that nearly every essential piece of research on their properties up to 1908 can be found in its more elementary form in his three original memoirs.

But if it had not been for the careful workers in pure science, searching for knowledge for the sake of knowledge without reference to its immediate application, Roentgen would have had no fluorescent screen and possibly no induction coil or vacuum tube, and even today X-rays might still be unknown.

As a result of many experiments physicists have finally come to accept the theory proposed by Stokes that X-rays are electro-magnetic vibrations of very short wave length. This theory may possibly be made clear by an illustration dealing with water waves. If a stone is dropped into a pond, a splash is the result. I wish you to notice that splash carefully. It is not caused by the stone sinking to the bottom of the pond, but by the sudden retardation of the stone upon striking the surface. In other words, the splash is not caused by the motion of the stone, but by a change in its motion, and the energy of the splash is derived from the energy liberated by the change in the velocity of the stone. The thickness of the splash is measured by the shortest distance from normal water-level in front to normal water-level behind the splash. If the stone has been moving with small velocity at the instant of impact with the water, the retardation is small and the resulting splash is of small height and great thickness. If the stone has been moving with great velocity, the retardation is great and the splash is of great height and small thickness. Both sorts of splashes travel toward the edge of the pond at the same speed, regardless of their height and thickness.

In much the same way, when an electron in the cathode stream of an X-ray tube hits the target of the tube it becomes suddenly retarded, and produces an electro-magnetic "splash" in the ether. Now, in actual practice, the electrons in the cathode stream of modern X-ray tubes move with a velocity ranging from 18,000 to 50,000 miles per second. They are, on the average, almost stopped in a distance of a few millionths of an inch. It is therefore easy to accept the fact that the thickness of the average X-ray pulse is of the order of

10^{-8} cm. or one-ten billionths inches. The greater the voltage across the tube, the greater is the velocity with which the electron hits the target, and thinner is the resulting X-ray pulse. The thinner the pulse, the more penetrating ability it has.

If a beam of light from a searchlight is made to play upon a cloud of steam, the steam causes a diffuse deflection of the light. In the same way, if a beam of X-rays is caused to pass through any substance, some of the rays become diffusely reflected and emerge from the substance in all directions. Such rays are called "scattered X-rays." In 1908 Barkla and Sadler found that when X-rays of sufficient penetrating ability are made to impinge upon a substance, that substance itself becomes a source of X-rays which are called "characteristic" or "homogeneous" X-rays. The most striking peculiarity of characteristic rays is that their ability to penetrate various substances in their path depends not on the penetrating ability of the exciting or "primary" rays, but only upon the substance used as a radiator. The term "secondary X-rays" is often applied indifferently to both "scattered" radiation and "characteristic" radiation.

In 1913 Friedrich, Knipping and Laue showed that X-rays could be diffracted by crystals. As a direct result of this work, Prof. W. L. Bragg of Cambridge showed that X-rays could be reflected from crystal surfaces in much the same way that light can be reflected from a diffraction grating. For each wave length there is an angle of incidence at which reflection will take place. This angle is determined by the wave length of the X-rays used and by the distance between atoms in the crystal.

So far, we see that these facts are very interesting from the standpoint of pure science, but they seem at first sight to have little practical bearing on everyday affairs. However, in December, 1913, Mosely showed that characteristic X-rays from a radiator of unknown composition could be used, after being reflected from a crystal, to obtain a qualitative analysis of such chemical

constituents of the radiator as have an atomic weight of 40 or more. Here we have a method by which the most complex solid may be analysed and its chemical composition accurately known in the short time necessary to expose a photographic plate to the rays and develop it. Yet had it not been for work in so-called "pure science," it would have been utterly impossible.

If it is true that work done in pure science is valuable in the practical world, it is also true that scientific work done with a view to its direct practical application is equally as valuable to the devotees of pure science. Roentgen's original tube of 1895 was, judged by modern standards, a pretty crude affair. The cathode was flat and emitted a diffuse bundle of cathode rays which, upon hitting the glass at the far end of the tube, produced X-rays. In 1896 Campbell-Swinton added a platinum target upon which the cathode stream hit. This increased the penetrating ability of the rays obtained. In the same year Jackson made the cathode concave so as to focus the cathode stream upon a small area of the target. By giving more nearly a point source of X-rays this increased the clearness of radiographs for diagnostic purposes. The X-ray tube was soon changed in form but not in principle. A device was added by which the pressure inside the tube could be increased at will, and various means were tried for removing heat from the focal spot of the target. Aside from this little was done. Only a year ago, Kaye wrote, "Many thousands of X-ray tubes have been made, but the design of the present day model agrees essentially with that of fifteen years ago. Indeed it may fairly be said that the X-ray tube has not kept pace with the very extensive improvements that have been made in the rest of the equipment. There is no gainsaying the fact that even now X-ray tubes are prone to be fickle, and it is scarcely possible to guarantee their behavior."

Meanwhile, Dr. W. D. Coolidge of the Research Laboratory of the General Electric Co., invented a process for making ductile tungsten such as is used in the filaments of Mazda lamps. Shortly

after this discovery he became interested in perfecting a wrought tungsten target for X-ray tubes. During this work it became necessary to operate the tubes up to the limit of their capacity in order to find out how much abuse the tungsten targets would stand. During the course of this work he found that the ordinary aluminum cathode could be melted if sufficiently high currents were sent through the tube. He tried to remedy this by substituting a cathode made of tungsten, whose melting-point is very high. But such tubes were found to be very unstable. When current was sent through such a tube, the vacuum increased rapidly until finally no current would pass through the tube until gas had been liberated from the vacuum regulator. From a practical standpoint such a tube was hopelessly unsatisfactory. Finally it was found that if the process of operating the tube and immediately reducing the vacuum were repeated rapidly enough the cathode became hot enough to glow. This heating was due entirely to the impact of the positive ions. As soon as the cathode reached a bright incandescence, the tube would operate for several minutes at a time without it being necessary to let in fresh gas from the regulator. During this continuous operation, the bombardment of the center of the cathode by the positive ions was so vigorous as to pit the tungsten.

Now the fickleness of the ordinary X-ray tubes of which Kaye complains is due, for the most part, to the use of gas in the tube. Dr. Coolidge conceived the idea of building a tube having as good a vacuum as could be obtained so as to obviate the fickle behavior of the tube due to the presence of gas. This necessitated a new method for getting electrons from the cathode.

Richardson, and others, had shown that electrons could be obtained by merely heating a cathode, but had not been able to obtain constant results. Dr. Langmuir of the Research Laboratory of the General Electric Co., had shown that the rate of emission of electrons from a hot tungsten cathode in a very high vacuum depended only upon the

temperature. The evaporation of electrons from hot tungsten is much like the evaporation of water vapor from a beaker of hot water. If, in evaporating the water, we place a cover over the breaker, the space over the water soon becomes saturated with vapor,—as many molecules enter the liquid as leave it and effective evaporation ceases. If, however, we remove the vapor by a current of air, evaporation continues at a rate determined by the temperature of the water. If the breeze over the beaker is weak, then the rate at which vapor is carried off depends upon the strength of the breeze. If, however, the breeze is strong enough to carry away every molecule as fast as it evaporates, then a further increase in the strength of the breeze produces no further increase in the rate at which vapor is carried off. The electrical case is quite analogous. If we heat a tungsten filament, electrons are given off and soon a condition of saturation occurs around the filament. If the filament is made the cathode of a low-potential circuit, a small current passes. If the voltage is increased, a larger current passes. Finally a voltage is reached which sweeps away every electron as fast as it emerges from the hot tungsten. For all voltages above this, the current is a constant, and is independent of the voltage. Thus we have a resistance as far removed from the ordinary Ohm's Law resistance as possible. This is not because the conduction is carried on in any different way, but because the number of available electrons is limited. (The reason that Ohm's Law holds in conduction through wires is that the supply of available electrons in the wire is practically unlimited.)

As a source of electrons in his tube, Dr. Coolidge made use of a small spiral of tungsten wire heated white hot from a storage battery in exactly the same way in which electric automobile lights are operated. This spiral is the cathode and a block of gas-free tungsten is the anode. The rate at which electrons are given off from the spiral depends upon its temperature which is under the immediate control of the person operating

the tube. The voltage across the tube is also controllable at will. As the voltage employed in ordinary X-ray work is much greater than is necessary to snatch all the electrons across the cathode to anode as fast as they are evaporated from the filament, even at the highest currents now in use in X-ray work, the voltage and current passing through the Coolidge tube are totally independent. Both may be adjusted to any desired value with any degree of precision desired and at any such adjustment the X-ray performance of the tube can be duplicated time after time.

The first work in X-rays was done entirely from the standpoint of pure science. The result was far-reaching in every day life. The latest work in X-rays has been done partly from the standpoint of pure science, but more especially from the standpoint of applied science. The result bids fair to be far-reaching not only in every day life but also in pure science, for it is natural to expect that now that a precision-tube is available, X-rays research will go forward at an increased rate. Most of this research will undoubtedly be done in pure science, but we may be sure that a great deal of it will be found in the long run to be of some practical bearing.

Most of the slides which I show are taken from radiographs published in the *General Electric Review*, August, 1914. Two are from Dr. Case's valuable book on *Stereoroentgenology of the Alimentary Tract*. A few have never been shown before. Only a few of these slides have, at present, any relation to the bread-and-butter side of life,—they are only intended to show what use can be made of X-rays in various lines of research. Some day in the future one of you, or one of your pupils, may discover some practical application of X-rays, or you may find something, which to us now seems equally as far removed from practical every day life as some of the work which I have shown you, but which some day in the future may be found to be an essential step toward a new and important truth which will be of lasting benefit to the human race.

SOME PRACTICAL PHASES OF PUBLIC SCHOOL MUSIC

Inez Field Damon, Supervisor of Music, Schenectady

THE subject assigned to me is "Some Practical Phases of Public School Music." It is well that the word "some" appears here. Without it the subject would be enormous for as far as I know there is no phase of public school music which is not practical—using the word practical of course, in the large sense in which we speak of Art itself as being practical.

Among so many aspects of this work which are practical the word "some" imposes upon one at once the necessity for selection and rejection. There are certain features of public school music which lie very close to the centre of interest for everyone immediately engaged in the work. A few of the more obvious of these I can but touch upon in the most random and cursory manner, since the work which I have set for myself, narrow though its confines may be, will fully fill the time. Some of these matters claiming our immediate attention might be, first, the character and quality of the work which a girl who is about to enter a Training School or a Normal School shall receive in the High School; then the character and quality and uniformity of the work which she shall receive in Normal or Training School in preparation for her teaching in the grades; the systematizing of the subject matter itself which is to be taught in the grades, so that we may at least speak in common terms of the same thing. Again what can our High Schools do to give musically inclined young people a well defined and permanent life interest in music? Our High Schools are equipped with laboratories, kitchens, sewing rooms, cabinet shops, foundries, all that our boys and girls may be given a permanent interest along the line in which they may choose to become efficient. Why do we not offer similar opportunities to our young people who may wish to become efficient through music? Our Schenectady High School is attempting in some degree a solution of this problem. We have an orchestra of twenty-five pieces.

All classes of instruments are represented. Each year we give a concert. With the money made at these concerts we have for several years been buying musical instruments which we present to the High School. These instruments are offered for the use of students who wish to learn to play them and become members of the High School Orchestra. At present we own a Viola, a 'Cello, a Double Bass, a Slide Trombone, a Flute, and a Snare Drum. Some of these young people who have learned to play these instruments have later made a vocation of this work, or at least in some cases an avocation. Surely the development of community music from the root of public school music is another "practical phase." This is as yet an almost untilled field and a matter which in itself would be worthy our discussion.

Alluring as all these features of public school music may be I pass on to the work before me. I am now asking you to draw about yourselves the walls of a grade-school room. Just here, what is our most "practical phase?" Is it not this, to find and preserve the fine balance between the artistic and the mechanical? Music is an art, but it is also a science—as every Art is. To give the child an appreciation of the artistic without furnishing him with the power to avail himself of it on his own initiative is but an inadequate good. So to teach the child to love and appreciate music and at the same time to so acquaint him with its signs and symbols that he may for himself open doors into gardens of joy—and this not only during his school years, but during his after life, this is our supreme "practical phase."

How we try to work this out in our Schenectady schools I shall not attempt to tell you. A most valuable "vade mecum" for one to possess is the motto. "Stop talking about things. Do them." We have here 150 children from Schenectady schools. So instead of describing our efforts toward the accomplishment of the end indicated we shall reproduce for you, as well as unfamiliar

environment may permit, a typical schoolroom music period, with each of the grades present. The children will speak—or rather sing—for themselves. I must needs say, however, that there is an extremely practical feature of our regular work which it is manifestly impossible to present here, namely, a demonstration of our use of Individual Sight Singing Melodies (we use Mr. Bowen's) and of the written lesson which always accompanies such a lesson. Our children have ten marked lessons with the Sight Singing Melodies each term. They have many lessons, but ten are marked. These ten lessons count one-half as the written examination given at the end of the grade year counts one-half of the pupil's music mark. There will be no "show work" here this morning, but there will be sight singing of absolutely new material which the children have never seen before. In order that such material may always be fresh and new we use no charts of any kind. Some of the work which the children are about to do I have heard, some they have practiced but I have not heard, and some of it no one has ever heard. In short each grade will have exactly such work as it would have if I were to visit it in its home room to-morrow. The first grade which I present to you is a Three A Grade from the Teachers' Training School. The principal is Mr. Jeffers, the teacher in charge Miss Hayner.

(From this point on I shall use the third person submitting the matter as reported by a member of the Association present at this time.) This grade then sang a part of Mascagni's famous Intermezzo as a vocalise. They then gave a demonstration of sight reading of songs and exercises containing difficult intervals with the even and the divided beat. At the close of this demonstration Miss Damon continued, "A very pertinent question is how can we make music practical for all the children? Schenectady in common with other cities which are largely commercial has certain schools filled almost entirely with children of our brothers and sisters from over the seas. I have brought you another Third Grade. This one composed entirely of such children.

This grade is here that you may compare and contrast methods and results with methods and results of the grade you have just heard. Here in this class of thirty, five nationalities are represented. Here Italy, Russia, Poland, France and Hungary meet on friendly soil. Fewer than one-half of these children have come up through the grades from the first grade. Some have too recently come to America, some have had work in ungraded classes where there is no music and some have skipped grades because they were over age. No English is spoken in the homes of any of these children. Moreover these children are but thirty of our many children who are on half-day time owing to overcrowded conditions. This means that they have forty-five instead of seventy-five minutes of music per week. We cure our monotones and this is no idle boast. When you hear presently a voice which sings always and exactly one octave lower than the others you may remember that the possessor of it was one of the most "monotonous" monotones I have ever heard. At the same time he possessed a most unquenchable desire to sing. As you listen you may judge how far he has recovered. This is a Three A Grade from the Edison School. Miss Hoppman is the principal, Mrs. Crammond the teacher. These children are all Americans and I commend them to your hearts."

The results which these children achieved differed not so much from the results achieved by the preceding grade as the methods of teaching differed because of English limitations.

The next grade which appeared was a Six A Grade from the Halsey School, Mr. Hayden, principal, Miss Carney, teacher. These children sang freely and easily at sight from the two and three part work found in the New Educational Music Reader No. 3.

The last demonstration was given by an Eighth Grade Group from Elmer Avenue School, Mr. Finley, principal. Misses Walker and Cary in charge of the music work. These children sang from the Laurel Music Reader the hymn "Seymour" in four parts with charming quality and harmony.

THE ORAL CLASS

Sarah A. Thomas, Amsterdam, N. Y.

I WOULD have you hold before your eyes one picture. It is homely, prosaic and familiar. The setting is the four straight walls of a bare room, relieved only by uniformly arranged benches and the typical teacher's desk and chair. But, destiny itself sits disguised among the collection of beings alphabetically arranged on those clumsy seats. Through eyes of blue, brown and gray, spirits as diverse as their various environments spy out occasionally at the monitor at the desk, though custom has schooled them to cloak their spontaneity in assumed meekness.

Perhaps here we may trust the proverb, "Necessity is the mother of invention." Service, utility, efficiency, have sealed the fate necessarily of individualism in favor of system in our class rooms. Tradition has taught the occupants of the benches to regard themselves as victims who are at the mercy of an ogre. The teacher himself has to struggle against prevailing prejudice not to be deceived as to his own true identity.

But let the instructor realize that he is not different essentially from his prey except as time may have quenched fires too ardent or have tamed his spirit to follow certain grooves lest he violate the traditions known euphoniously as the dignities of the profession. At the same time let him be aware that he only awkwardly penetrates the disguises of listlessness, indifference and aloofness cloaking delicacy, hope and ideals. Then he questions what bridge can be constructed delicate not frail, substantial yet not vulgar, by which he, in his maturity, may cross these seemingly ilimitable spaces of antagonism or reticence to grasp the hand of the youth with his crudity and possibilities so that each may realize the beauty and harmony of their relationship and obliterate the ugly traditions which have been a barrier between teacher and student.

If this inquirer is the English teacher, his open sesame is the Oral Class. Through this invention from the bonds of necessity he is released at last.

It was the suggestion of the president of our Association that I speak upon "The Oral Class," drawing upon my practice. With no idea of apology but as explanation, I ought to state at once that in formulating my experience, I can offer suggestions only to schools in situations similar to our own. With no disparagement to the place, I must emphasize that we lack the aids of large libraries, department of public speaking, museums, art galleries and theaters where the better plays can be seen frequently.

While throughout the four years of English work we are endeavoring to achieve oral expression, we have strengthened our efforts in the last year by using one additional period a week for this work. During the first term we practise reading aloud before the class; during the second term, informal speaking. The reasons for this departure are not far to seek. From every high school, students go out who seem to have invented a highly original system of grammar and of pronunciation. Behind counters, at the cashier's desk, at the club meeting, in all those spheres where society finds them, they provoke an uplifting of brows and pert criticisms. To correct these faults, to make our graduates a little less the butt of scorn on education that does not educate, we give them this extra drill during the fourth year.

In contemplating the course, the crux seemed to be to present it attractively to the student. The course must not seem to savor of the familiar or of the disagreeable. Anything like rules of grammar he thinks he does not need for he knows he has them nicely stored and tabulated to be used in emergencies such as a regents examination. Formal elocution puffs with conceit those who feel that they can portray a Juliet by just simpering or a Henry V by roaring like a mad bull, and it terrorizes the ones we most desire to see develop power. I suppose most of us here in imagination shrink again at the word, "elocution," as in our preparatory days we shrunk

from it as from a red-hot iron. I wanted the students to feel this period was Life, not that mysterious, fabulous state, preparation for life. As an aid to realizing my ideal and to engage their interest in their most vulnerable part, I called it the Conversation Class.

There are three factors indispensable for a conversational class that shall do more than saunter. These are: teacher, pupil and materials. Let us consider the teacher first.

When the teacher, or as I would prefer to designate him, the director of this conversational class attempts to draw honest expression from these boys and girls upon whom is dawning a puzzling consciousness of manhood and of womanhood, he is treading where the angels might well hesitate and not inappropriately would he approach the subject with preparatory prayer and fasting. He needs sincerity, lest he encourage hypocrisy and shame; he must pulsate with sympathy and delicate intuitions lest he wound or blunt sensibilities. The cuts inflicted by a cold, sarcastic or ignorant teacher may heal, but the scars are permanent. Stop for a moment's reminiscence and are you not feeling again the calloused edges of your ancient and secret scars from someone's laughter or scorn? This conversational class is not the occasion for impatience or smart jabs at awkwardness. Gentle guidance seems best suited for those whose eyes have yet the dews of morning upon them and have not met the full, brazen light of mid-day. You should not accuse me of any sentimentality at this point because now you are encased in an armor which usage has forged to protect you against blows. Once we all were sensitive plants.

In addition to this first ingredient, we would add two qualities which serve something of the purpose of the sweet and the sour in your salad dressing; namely, humility and self-confidence. If you question me as to why you should seek lowliness of spirit, I reply by inquiring of you what you hope to do in this conversational class. You aim for self-expression. Suppose in some quiet hour, you share with me your ideals, perhaps imperfectly realized and yet so

potent in your life, do not I humbly receive this confidence? These juvenile efforts at self-expression, which you encourage, should be treated reverently. If you grant this, it implies on your part a certain amount of self-cleansing and refining lest any poison of dullness or bitterness be infused into the whole.

But you should face your class boldly. Yours should be a cheerful confidence that John will have something to say, that Mary will not sulk or Tom prove obstinate. Don't act as if it were a funeral rite. Act as if it were what it is,—the pleasantest thing in the world, self-expression, except when you are addressing an audience of critical pedagogues. Humbleness is the solvent to prevent this confidence from congealing into arrogance.

Aside from this mental equipment, time must be devoted to acquainting oneself with interesting facts, not only of politics but of the arts and sciences. An introduction to current literature serves to destroy the unfortunate illusion that all literature must be "dead" literature. This will be a medium for acquaintance with the interests of the students. Moreover, let the instructor take part and put the spurs in deep to do his best. Let him attempt to represent to his class, not only theory, but practice.

To the weary teacher or to the overburdened one, my plan may seem to have nothing "to commend itself." But as you demur, I can only the more strongly urge for you to experiment for yourself. It will renew zest and enrich life and feeling. If you feel the clamps of routine to be fastening themselves fatally upon you, try this. It is growth for no two classes react exactly; then in dissatisfaction with self, you renew efforts each year to out do yourself. It is better than the Fountain of Youth for it is the youthful Life itself.

But the teacher, alone, can never make the class. In the oral work, he is the least important factor and he should be an unobtrusive influence, decided but not over-shadowing. The proper adjustment of the director to his duties throws the students into their proper attitude. What must the students understand from the beginning? It is this. For that one

period, the teacher is a self-appointed chairman to direct the orderly procedure of the business. The responsibility for the class work is not on him but emphatically upon them. Without too much preaching and with no note of nagging, inculcate the idea that this is the students' hour. Frankly explain to them what you hope to accomplish for them. You are dealing, for the most part, with reasonable creatures. But be natural in this. Do not insert the obnoxious flavor, "I'm doing this for your good, Johnnie, not for mine." Can you take and maintain the role of host or hostess and have them respond as guests? I grant you they have barbaric instincts, so have you and I. But even savages respond to hospitality. Jack explains to me as he passes into the class room or perhaps he has boldly postponed his confession of unpreparedness until summoned to do his part. What shall the host say to his guest who has thus appeared? Do you not suppose that if, in that tone you would use in your own living room, you say firmly, "You are not fair, Jack. You are not doing your share towards the pleasure of this hour," that he will respond?

By cultivating this note of hospitality, you will avoid another snag. There will be awkwardness, breaks and pauses when the audience may wish to smile. Courtesy rather than force will check effectually the thoughtless titter which is so easily started. If you maintain your part of the gracious host, you need not fear the response. There may be an exception to prove the rule; but always it will be the exception and not the rule. Furthermore, hospitality means not only something to say but saying it as well as possible.

Another point in the class management is the insistence upon response. In some classes, the crisis may never come. But there must not be laggards. Once students realize that timidity or obstinacy may be given or assumed as a reason for not reciting, your conversational hour is a failure. It is blighted. Act as if refusal never will be made. Yet it will some day. But insist that the student must make an attempt. A certain shy boy, as each week comes, makes his

plea for exemption which is just as regularly refused, firmly but not impatiently. He has not outgrown a painful consciousness of his hands and he cannot always face his audience steadily. But I believe his inner self is glad that no quarter is given to his shaking, nervous self. Refusal must always be met with insistence, though it means a painful ordeal for the teacher. But if his be a generous spirit, such a crisis in a class acts like a calamity in a family for all are nearer than before. To sum it up, the student is the factor and his part is to be generous; generous in his attitude towards the others and liberal in his preparation.

How are we going to select and arrange the material in harmony with these pretty ideals, you ask. The best rule is, keep working with an inquiring spirit. For the teacher, while he puts the responsibility of the hour upon the students, has advertised, so to speak, to make it a pleasant hour. Then he cannot let the class drift or become wearied through monotony.

Personally I am keenly interested in the matter of the proportion of theory to practice which topic we are hoping will be considered in the discussions which are to follow. I have kept theory at a minimum. What little I have given has been with a twofold purpose; one, to indicate to the student that there is for him an interesting field, hitherto unexplored; second, that there are devices to assist in rendering speech effective.

Again, I trust this morning we may learn of the experience of others when it comes to giving instruction regarding vocal mechanism. In my classes, I have touched upon this phase of the subject only enough to arouse some appreciation of our wonderful equipment for vocal utterance. If the director is neither embarrassed nor self-conscious, he can arouse a healthy interest in the use and care of our organisms. The modern slogan of efficiency furnishes an introduction for emphasizing the value of such things. The teacher of the oral class can not fulfill his whole duty if he neglects to acquaint the student with some of these fundamentals. A display of enthusiasm on physical health is such

a departure from the old idea of the pale and wan literature teacher that your common sense and healthy, full-blooded vigor may make you the mark for good-natured gibes on the joke page of your school paper. But, you will never lack for interested attention to your suggestions and usually the response to your appeal for deeper breathing and raised chests and the other things, will be gratifying to you. If from every class you send away but one individual with better chances in our grim fight, it will more than repay you for your efforts. If you regard the work seriously enough, you will sacrifice none of your dignity. In a mixed class one can present simple exercises, provided it is done in a perfectly natural spirit, with the director acting as model. If I am really sincere, and not priggish, I can swing my head around in a neck exercise without sacrificing the respect of the class. It would seem that no instructor can omit a talk, though it be quite informal, on the matter of correct posture. A very simple, but graphic, device, for introducing the topic is to exhibit copies of some of the statues of orators, such as the Ward statue of Henry Ward Beecher.

Such a course involves the use of schemes for securing clearness of enunciation, correct pronunciation and naturalness of tone. There are texts such as *Choice Readings* by Cumnock and *Oral English for Secondary Schools* by Smith which are suggestive. To explain interpretation of an author's thought I found a forceful illustration in "The Speaking Voice" by Everts. The incident closes with a truth which might be a fitting motto for a conversational class: "We must cease to put our little selves in front of our messages." That collection of essays, "The Art of Conversation," is a reference which will lend weight to what the instructor has said. For variety's sake, a day may be assigned for the discussion of contemporary writers. At this time the teacher should have his own list to supplement those of the class. This gives the director an excellent opportunity to suggest and prune reading lists and to teach them to discriminate between books such as "Joseph Vance" and "The Harvest-

er." We found pleasure at another time in collecting tributes to books. Occasionally we memorize passages. These diversions, judiciously sandwiched in, lend variety, broaden knowledge and acquaint the student with books. But we should peg away at oral expression, pure and simple, on topics ranging from the comic to the pathetic and illustrative of the four forms of discourse.

This matter lends itself to infinite variations. Suggestions make themselves according to your experiences and your reading. I will illustrate. After reading before the class a paragraph describing a group of foreigners in one of our city streets listening to a peasant girl impulsively singing one of their plaintive folksongs, I suggested that the next week they attempt to reproduce a scene which should stir the emotions. Often from magazines or papers some particularly effective device may be used as a model. One I have in mind contrasted the old town "of ample, gambrel-roofed homesteads" with the new town of "wooden tenements, bleak in winter, sweltering in summer." Imitating this selection, the student not only tests his vocabulary and his power to present two pictures, side by side, but through the preparatory discussion, he perceives how much in life, and consequently in art, is a matter of contrast. These attempts have two advantages over current topics. In the first place, the pupils usually find in their own experiences material for working according to these models. This results in a greater degree of naturalness of address and often lends significance to their individual experiences. The other advantage is that it stimulates a somewhat keener sense of artistic arrangement. The students appear to like these assignments. Sometimes the more difficult the problem, the more diligently they prepare.

In conclusion, there are three elements to be considered in a conversational class; the teacher, the pupil, the materials. If character building, if a sense of human value, if the practical, are desirable products of our work, we cannot afford to count the cost of maintaining oral work and of maintaining it on as high a plane as possible. Google

SUPERVISED STUDY IN MATHEMATICS**S. Clayton Sumner, Canton, N. Y.**

THE educational world has been kept in a ferment for the past ten years or more, over discussions on the value of this subject or the lack of value of some other subject. We have gone the limit on the so-called practical subjects until some systems are merely conglomerations of various embryonic trades, and some subjects have been so revised and the non-essentials so eliminated that only a shadow of the original is left. And yet after all is said and done, hasn't this furor about the "practical" in education been really the groping in the darkness for the form rather than the substance? Is it not time for us to cease our vituperative attacks on Latin and Algebra, and our laudations on manual training and domestic art, and analyze the "casus belli?"

The question no doubt reached its preeminence and publicity through the published statements as to the alleged high mortality in the high schools of the country, followed by highly sensational magazine articles by school men who were thus suddenly thrown into the limelight. In the twinkling of an eye, as it were, we suddenly discovered that Algebra was the bugbear of the high school student, that Latin was worse than useless, that the sciences were not practical, and so on until we teachers were almost overcome by the enormity of the crime we were committing in teaching these subjects to the unsuspecting American youth. And then in the mad scramble to make things practical, the cobwebs were brushed from the basements, lathes and forges and gas ranges and sewing machines were installed and the boy and girl were saved from a life of uselessness and changed into budding cabinet makers and agriculturists and home makers. But before a boy can make even a taborette that will stand squarely on its four legs, he must be able to take orders, read directions, see visions and judge results. And these concepts are not made by running a planer or by committing a recipe, but are formed only by a subtle development of that divine power of the human mind to think and reason and conclude.

In other words, we have cut the Gordian knot instead of unravelling it. We have said the subjects taught must be changed to fit the pupil rather than so teach the subject that the boy will continue in school. I for one, don't think the trouble is in the subject or ever has been but that the whole thing in the last analysis comes to a matter of proper teaching. We have been getting away from the good old midnight oil days, when dad really did study, to the modern days of predigested food, and rock ribbed subjects like Algebra and Latin do not come wrapped in tinsel to be taken once an hour without shaking. Our mortality lists have been largely of boys and girls who do not grind, and we teachers, touched by the exodus from the schools, jump to the conclusion that there is something the matter with the subject taught. Slackers in our schools make just as big failures in the vocational subjects as they do in the orthodox studies: and vice versa, good students in the regular courses make the good students in the vocational subjects. It is a matter of brains and application in either case and the only seeming advantage with the vocational courses is that there the pupil is more nearly taught how to study out his problem, a method that must be extended to all courses and when so extended the result will be the same. Our children to-day do not know what hard study means and until they do they will never be able to help solve the world's problems. The leaders of men to-day are men of sustained and studied persistency, and no feather bed, mollicoddle programme of life was theirs. No, our broadsides against the cultural subjects have been misdirected. It is true that they are often impractical and no doubt improvements may be and have been made, but the digging of Greek roots is of no less value to the future merchant than the weaving of grotesque baskets or the building of wobbly foot-stools to the future physician. The education that will help materially in the success or the failure of the merchant or the physician will be his ability to attack intel-

lightly the problem in hand, think straight, solve it and solve it right. Be it Latin or be it Manual Training, it must have taught him how to use his mind, and one is just as valuable as the other in teaching this. Therefore I claim that the school men of to-day need not worry about the subject taught half as much as about the way in which the pupils in his schools are taught to study.

A few years ago Dr. Frank McMurray of Columbia University, published a book on "How to Study"; among many other good things, he says: "There are hosts of young people who are willing and trying to be studious, but who do not know how. They as well as the lazy, have to be dragged along by their teachers and it is this dragging more than the thinking that exhausts them all. It is the discouragement resulting from this condition that drives many pupils out of school and many teachers into matrimony." This sums it all up. Our teachers, through their professional training and experience, have become expert demonstrators, skillful lecturers and convincing argumentators, and the children have been taught to become good listeners, but the teacher has not been taught how to teach the pupil how to study and the pupil does not know to study out things for himself. The teacher must talk less and the pupil must talk more, the teacher must direct and not merely expound and extract, the school must teach its pupils not to be perfect automotons, responding with machine like accuracy to the whim of the examiner, but to become thinkers, with power and knowledge of how to attack and study out a problem, how to form personal opinions, how to get results, by themselves. Therefore, the value of supervised study.

Unsupervised study is inefficient study. To spend an hour each day simply giving group work to a class, and then sending the children away to do the newly assigned tasks with no one to direct them properly, expecting the next day that by some hook or crook the task will have been done properly, is too much to expect of any child. It usually results in the teacher being obliged to spend most of the next period in cor-

recting false impressions, remedying faults that would not have occurred had the pupil studied that lesson with someone near to skillfully direct its study. As foolish as to expect an apprentice in a garage to be given a few formal directions as to how to do some work on a motor for the first time and then for the master mechanic to go home expecting the next morning to find the work all properly done. The chances are that it would take him many a long hour to correct the mistakes that the young hand had made. In fact, just the opposite course is followed and the skilled mechanic will only allow the learner to do the job under his direct and critical supervision. In time the youthful mechanic will become skilled, but he has been led by the expert to do the task in the way that it should be done. Should not we as teachers, in our various subjects, expect our apprentices to do likewise? This then, is the function of supervised study. To properly direct the student in work so that he may develop the best methods of attacking the problems, that he may avoid wrong methods of reasoning, that he may most efficiently employ his time and that he may eventually assume a power of skillfulness that will put him in the class of a finished thinker, an educated man.

Various methods have been devised to attain this end and Dr. Hall-Quest in his "Supervised Study" has made a careful survey of them all. The method we use in our High School at Canton, and which by the way was installed three years ago, is based on the Newark plan of the divided period. There are five periods during the day of one hour each, the first half being given up to the recitation proper and the last half to the study of the lesson for the next day under the teacher's supervision. The first year we used this plan we raised our percentage of pupils passing the Regents examinations about 20% and this has been maintained and even bettered in every examination since. Moreover, a greater number take the final examinations than before and the average grade has been materially raised. We have such a small percentage of failures that it is not necessary for us to have review classes in the

fall as was formerly the case in many subjects. Again our number of honor students and pupils having all their work satisfactory for each month has just about doubled since this system was introduced. Our teachers and pupils alike are unanimous in its favor.

I have been asked to say a few words on the supervised study of mathematics. I doubt my ability to more than elaborate on the fundamental value of supervised study in general. It is the modern version of the old sink or swim proposition. The old method often results in the pupil's sinking; the new plan is to teach the pupil how to swim before he has sunk. It is the individual development of the child's mind under the skillful direction of the teacher. It is the learning how to get about the study of the lesson in an efficient way so that bad methods may be avoided, good habits of study formed and real personal power developed. Prof. Armstrong of Hammond, Indiana, in an article on supervised study in a recent issue of the "History Teacher's Magazine," says there are "three problems in supervising a student's study:

1. How to motivate the study.
2. How the student should study.
3. How the teacher should teach the student to study.

"The first is the problem of the teacher in making the assignment; the second is the student's own problem of method; and the third is the problem of the technique of the supervised study period."

The assignment of the lesson is a very important thing and yet many teachers treat it in a slighting manner, such as "take the next four pages," or "the next fifteen examples on page so-and-so." The new lesson should be so assigned that the pupil will at once have his appetite whetted for the problems in store. An interest in the new matter should be aroused, and its presentment made in a manner to vitalize its worth. Pupils are naturally curious and a little originality on the part of the teacher's properly advertising her wares often works wonders. Enthusiasm begets enthusiasm and children naturally respond to the personality of their teacher.

The problem of how the pupil will

study is peculiarly a problem of supervision. No class demonstration will begin to accomplish what may be done individually. No two minds work alike and it is the teacher's business to study her pupils' individual characteristics and help shape their methods of study. Some are ideational, some are visualizers, and so on, but whatever type they are, they should be developed along that line and not allowed to simply grow mentally like "Topsy."

A good method is to give a series of class demonstrations at the beginning of the term in a new subject and explain carefully just how you will expect them to attack their lessons. This might well be supplemented by a list of printed directions on "How to study" mimeographed and handed out to the class, same to be retained by them for future reference? In the article quoted above, Prof. Armstrong has given an excellent set of directions on How to Study the Text Book. Then as the work goes on from day to day, the teacher will personally guide the pupils individually as the need rises and in the points needed. Some of the rules for the study of mathematics might well be the following which list is by no means complete and which in any case would vary with the school and the teacher:

1. Be sure you understand the assignment.
2. Study the meaning of the type of example you are to work, as Highest Common Factor, Addition of Radicals.
3. Recall the teacher's explanation of the new work.
4. Study the type form or example given of the new work.
5. Understand thoroughly what is wanted before you begin to use a pencil.
6. Avoid guess work.
7. Take time to think. Don't rush into an operation trusting to luck you will strike it right.
8. Be sure you set the example down right on your paper.
9. Work carefully. It is much easier to avoid mistakes than it is to find them.
10. When you find a new application, study on it awhile; except each new example to be different than the one preceding, else we would never advance.

11. In case you can't proceed, raise your hand. Don't expect the teacher to simply correct your mistakes but to direct you to find your own.

12. Be neat in your work. A good workman is known by his neat output. Slovenly habits of work lead to slovenly habits of thought.

Such a list carefully supplemented throughout the year by an observing teacher cannot help but in time instill correct habits of thought in the child.

The third problem is the technique of the supervised study period. I presume mathematics lends itself more ideally to supervision than any other subject in the curriculum. The work being capable of exact measurement, the habits of its study may the more easily be exactly trained. For this very reason, I suppose, Algebra may readily become the Waterloo of the new student unless he is skillfully directed as to how to study it.

We have practically no class board work. Many a precious hour is wasted by having the pupil rework problems on the board that someone else couldn't do, with no gain to either party. The person to work on the difficult problem is the very person who couldn't do it. The ones able to solve the day's examples should go on to new conquests. Board work except by the teacher, is a waste of time, energy and crayon. Practically all work can be done better at the seat, quietly and individually. A raised hand brings the teacher to the pupil's side and he gets help on the things that are troubling him, at the time that it is troubling him, and in the way which is at the same time correct and helpful. It is not the case of telling but of skillful direction, the skill resting as it should in the last analysis, upon the teacher in charge. He must be the guiding general and it is up to him to so train his class that when the time comes they will be ready to go over the top and give the Regents examination the proper medicine.

Again, the supervised study period largely avoids the danger of copying from some other pupil's paper as the examples are done largely under the direct supervision of the teacher. The iniquity of home help is also minimized

and pupils are taught to rely upon themselves to a far larger degree than by the old method. The teacher with a little skill can discourage all attempts to simply get the teacher to do their work for them and it will not be long before the pupil will only ask for help when a real difficulty presents itself and not every time he gets momentarily stuck or fails to get the answer in the book. Of course there is the danger of the teacher becoming merely a solvent of all the pupil's mistakes, but this will be avoided if the teacher understands what the aims of the study period really are. As Armstrong well says, the supervised study period is not to level the mountain but to make mountain climbers.

The teacher is enabled by this method to "spot" the difficult points, and it is often advisable for her to step to the board and quietly call the attention of the class to some common error or some mistake that might easily become an obstacle. The school room thus becomes a busy work shop with the teacher the skilled foreman, overseeing the work, striving for the best results from all and ready at all times to help the weaker ones over their difficulties. There is also an added psychological reason why the pupil will do better work in a supervised period. Shipwrecked sailors sinking at sea, are often encouraged to fight for their lives knowing that help has been wirelessly sent from afar, while otherwise they might early give up the struggle. So it is with pupils, knowing that help is at hand, they are spurred onto renewed efforts to save themselves.

Our usual plan of procedure in our mathematics class is as follows: The class assembles and the teacher quickly checks up the pupils who have had difficulty with the day's examples. These will be taken care of later in the study period; the class as a whole should not be called upon to bear the burden of the few. The new work is then explained by the teacher, a few typical examples are worked on the board by the teacher but orally solved by various students. Then the class is turned over to the morrow's lesson. In Geometry, there is some variation naturally. A larger part of the period is spent by the pupils dem-

onstrating the propositions, but figures only are put on the board, the rest is given orally and often the proof is partially given by one, then another takes it up and goes on, then another, and so on to the end. All the class is thus kept alert, and must be ready to go on with the demonstration at any moment. Originals are largely individual problems and hence lend themselves ideally to supervision, as does also the question of problems in Algebra. This class of work is done entirely at the seat and each pupil must work out his own proofs and solutions. Problems in Algebra and originals in Geometry are really the proof of the pudding so to speak, the sugaring off of the mechanical work, and yet more pupils fail here than anywhere else? Why? Because the old method of unsupervised study may take care of the mechanical but does not do much for the development of thought. Their solution is of no value to the pupil unless he has been able to dig it out himself; however it is very advantageous for the teacher to direct his study in such a way that he may do this very thing. Most pupils fail to read their problem to start with, here, then, the teacher comes in, for instead of telling John that X equals so and so, she will first of all insist that John know the problem so well that he can state it clearly in his own language, that he know exactly what he has given him and what he wants. When these points are fully established, it often happens that the teacher's help is no longer needed.

Another point to be emphasized is the fact that the supervised study period in Plane Geometry does away very largely with the pernicious habit of memorizing the proof because this fatal method is largely due to misunderstanding some step in the proof and with no one to explain the difficulty, the only thing left is to commit it to memory. So in originals, he solves his own problems and does not rely on getting the work of some one else or of memorizing the proof after it has been given in class by the teacher. I once knew a teacher who had the pupil keep note books in which they copied a multitude of originals which she would put upon the board, with the hope

that she would be lucky enough to include those asked for in the next Regents question paper.

In closing I will give a few of the advantages of supervised study as they appear to me:

1. The efficient use of the teacher's time. She is not required to spend any time patrolling a large study hall but she is at all times teaching or helping the weaker pupils.

2. The efficient use of the pupil's time. He is at all times either reciting or studying under ideal conditions.

3. The pupil has no excuse for not knowing what the lesson was, for not being at least partially prepared, even if he has done no work at home for if he was in school the day before, he must have done some work. Neither has he any excuse for not understanding the work for he has actually worked on it for half an hour and the teacher has been ready with additional explanation had he needed it. You will agree with me that these excuses are so common as to become classic.

4. The teacher does not have to guess at possible difficulties, but they are actually spotted as the pupils encounter them.

5. More work is done by the pupil, for the teacher knows how much they can do and the assignment of the lesson is reasonable in length with the actual ability of the class.

6. It is the only system I know of which at the same time takes care of the weak pupils and the superior pupils. The teacher can by use of the maximum and minimum assignment, get over the requirements of the syllabus for all the class but those especially apt may be able to do many additional problems and hence be better prepared to get high grades, something which it seems to me is often neglected. We pay too much time to the average pupil and too little to the superior and the inferior students. This system as well as any I know of makes a place for all in the teacher's programme.

7. The work done is the pupil's own for examples worked are collected at the end of the period. The additional examples of the assignment are required

but no actual credit is given. That is only given to the examples done in class. This again inculcates concentration and accuracy.

8. Outside help is largely eliminated. This outside help is largely deleterious as it is not constructive or corrective.

9. With the longer period more concentrated work is done, the lesson is firmly clinched and ample time is given for tests. There are also less administra-

tive problems of discipline, passing to and from classes, etc.

10. The results since this system has been in use, have been better in every angle from which it may be viewed, and nothing speaks like results.

In summarizing I might say that it is succinctly stated in the proposition that supervised study consists in the formation and practice of proper methods of study under skilled and sympathetic direction.

THE CLASSICAL READING LEAGUE

ALTHOUGH the entrance of the United States into the world war has entailed many extraordinary duties on the teachers of New York State, the Classical Reading League started the academic year 1917-18 with an enrolment of 125, including a few from other states. As the year progressed, many were compelled by war duties to abandon their partly completed work, but 24 were able to finish one or more of the courses for which they were enrolled. The work was conducted by the University of Rochester, and the various courses were outlined by a committee consisting of Dean Charles Hoeing (Chairman), the University of Rochester, Mr. S. Dwight Arms, State Educational Department, Dr. Mason D. Gray, the East High School, Rochester, Miss Myrta E. Hunn, Batavia High School, Professor George D. Kellogg, Union University, and Professor Ryland M. Kendrick, the University of Rochester.

The courses offered were as follows:

I. LATIN COURSES.

- A. Caesar: (a) *Gallic War*, Book VII; or (b) *Civil War*, Book III.
- B. Cicero: *De Senectute* and *De Amicitia*.
- C. Tacitus: *Agricola* and *Germania*.
- D. Virgil: (a) *Eclogues* and *First Georgic*; or (b) *Georgics*, Books II and IV; or (c) *Aeneid*, Books VII and VIII.
- E. Horace: (a) *Odes*, Books I and II; or (b) *Odes*, Books III and IV.

- F. Juvenal: *Satires* I, III, IV, V, VII, X.
- G. Plautus and Terence; Plautus, *Capituli*, and Terence, *Phormio*.
- H. Prose Composition: The *A* sentences in Exercises I-XV of the Gildersleeve-Lodge *Latin Composition Book*.
- I. Collateral Reading: Carter, *The Religion of Numa*; Duff, *A Literary History of Rome*; Fowler, *Social Life at Rome*.

II. GREEK COURSES.

- A. Elementary Greek: Ball, *The Elements of Greek*, and Henderson, *An Introduction to Greek Reading*.
- B. Cebes: *Tablet*.
- C. Zenophon: *Memorabilia*, Books I, II, III, 21-24; IV, 3.
- D. Plato: *Phaedo*.
- E. Homer: (a) *Iliad*, Books XVI, XVII, XIX; or (b) *Odyssey*, Books V, VI, XI, XII.
- F. Lyric Poets: Tyler, *Selections from Greek Lyric Poets*.
- G. Collateral Reading: Gilbert Murray, *Rise of the Greek Epic*; Haigh, *The Attic Theatre*; Mahaffy, *What Have the Greeks Done for Modern Civilization?*

HONOR ROLL.

Florence M. Andrews, Dunkirk—Latin Ea.
 Emily E. Brown, Binghamton—Latin Ab and Dc.
 LeMoine H. Candee, Glens Falls—Latin B, Greek E.

Della Champlin, Walkill—Latin Aa, B, C, Dc, and H.

Grace E. Coman, Johnson City—Latin B and C.

Mabel Cone, Avon—Latin Ea.

Sara J. Cook, Chatham—Latin Aa.

J. D. Cooke, Truxton—Latin C. Da, and E.

Francis H. Fobes, Union College—Greek B.

Estella Glover, Pecos, Texas.

Catherine Hill, Niverville—Latin I.

Louise M. Hopkins, Warsaw—Latin B.

Anna M. Jones, Utica Free Academy—Latin Db.

George D. Kellogg, Union College—Greek B.

Martha F. Kinnear, Lowville—Latin Aa and Dc.

C. W. Klock, Eastern District High School, Brooklyn—Latin Ea and b.

J. Christian Krahmer, Pittsford—Latin B and H.

Mary L. Overocker, Ossining—Latin Aa and

Faunta S. Perkins, Watertown—Latin Aa and Selections from *Catullus* and *Propertius* (by special arrangement).

Adelaide Poste, Canton—Greek Ea and F.

Mabel V. Root, Catskill—Latin Ea, Greek D.

Marion H. Short, Batavia—Latin Ab.

Blanche L. Sloat, Watertown—Latin Aa and Selections from *Catullus* and *Propertius* (by special arrangement).

Gertrude J. Tucker, Alden—Latin Aa, B, and Dc.

Mary L. Warren, Port Byron—Latin Aa and Db.

STATE DEPARTMENT OF EDUCATION

Hiram C. Case, Chief of Administration

COLLEGE ENTRANCE DIPLOMA

ALMOST every mail brings to my desk a letter from some pupil who is in distress because he did not know that it was necessary for him to make a formal application for a college entrance diploma not later than July 15th next succeeding the completion of his high school course. In many cases the pupil has been planning on a University scholarship during the whole four years of his high school course, has passed the examinations required with high standings and would have been entitled to a scholarship had he complied with this simple requirement of the rule.

In view of the fact that each year for the past five years we have circularized the schools regarding this matter, it is not clear to us how any high school pupil in the State could absolutely escape from hearing of this rule, but it is evident that many have escaped.

We are now wondering what we can do further to bring to the attention of every high school pupil in the State, the knowledge of the fact that in order to obtain a college entrance diploma,

1. A formal application must be made out not later than July 15th next suc-

ceeding the completion of a four-year high school course.

2. Such application must be made by the pupil and not by the principal or the teacher.

3. The application must be made if the pupil wishes a college entrance diploma, whether he wishes a University scholarship or not.

All of the above refers to the application for a college entrance diploma. If this application is properly made we will see to it that the individual pupil is notified as to what he must do to secure a University scholarship, if his name is reached on the list.

CHAS. F. WHEELLOCK,
Asst. Com'r of Education.

REGENTS SYLLABUS FOR SECONDARY SCHOOLS

During the summer vacation a new edition of the syllabus for Secondary Schools was printed, bearing on its title page the statement, "Revised to September, 1918." This statement has led to some misunderstanding. It was not intended to imply that each part of the syllabus had been especially revised for this edition. The edition is simply a re-

print which includes all the revisions that had been made up to the time that it was issued. Some of these revisions have been recently completed, such as the English, modern languages and the first two years of Latin. Other parts, such as biology, history and mathematics are essentially the same as the syllabus of 1910.

Revisions of the history syllabus, the third and fourth year Latin syllabus and the syllabus in commercial subjects are now under way, and it is expected that by the beginning of the school year 1919-20 that we shall be able to submit revisions in these subjects.

Criticisms have been published concerning the present history syllabus, which has not been revised since 1910, for the reason that it is not up to date and contains no mention of the great war that has now been waged for more than four years. It will be apparent to any reasonable person that it is impossible in the nature of things, to have a syllabus in history that shall be up to date for any considerable length of time. An outline of the events of the last four years, published last July, would be entirely out of date now in October. We might go further and say that an outline published two weeks ago would be entirely out of date to-day.

But although a history syllabus can not be kept up to date, intelligent teachers of history will keep the instruction up to date, and it is expected that history classes will make use of current literature, especially the publications of the United States Bureau of Information, and will not feel themselves limited by the syllabus in respect to current events.

Since the edition of the syllabus referred to above was published, a revision of the civics syllabus has been made, but the changes are such as are necessary to bring the matter up to date and such as a good teacher would make, had no new edition of the syllabus been issued. For example, no live teacher would now teach that the United States senators are elected by joint ballot of the legislature, nor that the only voters are male citizens twenty-one years of age.

All teachers using the Syllabus for Secondary Schools could read with profit

and have their pupils read, the matter beginning at the bottom of page 13 of the new issue, which has been reprinted in every edition of the syllabus since 1895.

THE WAR GARDEN CAMPAIGN FOR 1919

The State Department of Education, in co-operation with the State College of Agriculture and the United States School Garden Army, is now formulating plans for a very extensive increase in the number of war gardens cultivated by school children during the season of 1919. The slogan for next year is "A Garden for Every Soldier." This means that New York State should have over 300,000 school and home gardens. To accomplish this every board of education, superintendent, principal and teacher in the state must become interested at once and make it possible for every pupil to grow a garden. Land in the form of vacant lots and other unused grounds should be provided for pupils who are unable to secure land otherwise. Here is an opportunity for every pupil and every school officer to do his or her bit toward increasing the food supply. The co-operative organization of the state and federal agencies provides that each junior home project worker or United States School Garden Army worker automatically becomes a member of the other organization.

Persons who wish assistance in the organization of the work, in planning the visitation and follow-up work, in arousing the enthusiasm of pupils, in financing the work or who wish instruction in home gardening, should write either the Department of Rural Education at Cornell University, Ithaca, N. Y., the Division of Agricultural and Industrial Education at Albany or Mr. Lewis R. MacBrayne of the United States School Garden Army, in care of the Department of Education, Albany.

To meet the shortage of teachers of vocational agriculture brought about by enlistments and the selective draft, the State College of Agriculture offered a nine weeks emergency teacher training course during July and August, 1918. This course was open to experienced

teachers who had had an adequate farm training. Instruction was given in the technical phases of those subjects taught in the high school and also in teaching methods. The eight men who are now teaching as a result of this training have not completed the course. During the year they will be closely supervised by members of the staff of the department of rural education and it is expected that they will continue their training at the college during the other vacation periods.

FEDERAL AID FOR HIGH SCHOOL DEPARTMENTS OF AGRICULTURE

The Smith-Hughes act, which became a law February 23, 1917, provides a scheme of co-operation between the federal government and the states for the promotion of vocational education in the fields of agriculture, trade, home economics and industry. Under this act the federal government makes yearly financial contributions to the states for the purpose of fostering and promoting vocational instruction.

The state law providing for the establishment and maintenance of schools of agriculture, mechanic arts and home-making provided state aid for seventy departments of agriculture when the Smith-Hughes law was enacted. During the school year 1917-18 fifty-nine of the departments qualified for Smith-Hughes aid, thus reducing the cost of instruction to the local communities. The amount of federal aid to which these districts were entitled varied from \$210 to \$600. The plan for the distribution of these funds for the school year 1918-19 and for subsequent years provides that a district employing a teacher of agriculture and paying a minimum salary of \$1,400 is entitled to \$200 federal aid and for each \$100 increase in salary up to \$2,000, an additional quota equal to two-thirds the increase. The maximum vocational quota from state funds remains at \$1,000 in each case.

With the opening of school in September new departments were established at Avon, Horseheads and Livingston Manor.

Slides and photographs for three new studies are announced by the Visual Instruction Division:

List 27—The American Navy, 110 titles, a very representative collection on the present navy and on American naval history.

List 28—South America, 192 titles, including several maps grouped by topics as well as by countries.

List 45—France, 321 titles, views of about 60 places, also topical grouping for architecture, sculpture, painting, history, literature, physiography, peculiar features of daily life, industries, and transportation facilities.

New editions have been printed of List 1, School, Community and Home Gardens, 75 titles; List 4, Sugar: Cane, Beet and Maple.

Material of special interest as connected with the war are pictures on the navy, Red Cross, sugar, coal, Belgium, France and Palestine.

BOOK NOTICES

Introduction to the Scientific Study of Education. By Charles Hubbard Judd. Cloth, pp. xii-333. Price \$1.50. Ginn & Co., Boston, New York, Chicago.

This book is an attempt to introduce prospective teachers to educational problems viewed scientifically. The problems have been chosen within a wide range of latitude, and the treatment is sufficiently exhaustive to bring issues squarely to view. Where solutions are advanced, the example is set of basing judgment upon tangible evidence. Where the problem is left after being clearly viewed, the result must be, it seems, the attitude of inquiry, the view of education as an evolving practice. Enough of educational history has been supplied to provide setting for the discussions and to minister further to the tentative, investigative, experimental attitude desired. The scope of the book is suggested by this representative list of topics: Schools of Other Countries and of Other Times, Investing Public Money in a New Generation, The Traditional Curriculum and its Reorganization, Individual Differences, Classroom Management, Play, Scientific Supervision, Professional Training of Teachers. The treatment is free from technicality, fresh and stimulating. While the book will undoubtedly find a ready acceptance in the field for which it was

designed, its point of view, now dominant in education, and its scope recommend it to teachers and supervisors generally. The fact that it is the outcome of eight years of experimentation under Dr. Judd's direction with content of study and cultivation of attitudes of students in the School of Education preparing for teaching should insure for it a very wide audience.

W. A. OWENS,
University of Rochester.

The Teaching of Science in the Elementary School. Gilbert H. Trafton. Cloth, pp. x-293. Price \$1.50. Houghton Mifflin Co., Boston, New York, Chicago.

Professor Trafton's book presents in a simple and thoroughly useful way the essentials of content and method in elementary science. Introductory chapters deal with aims, correlations, methods and motivation in this field. Materials are classified as biological, agricultural, hygienic, and physical, and these several phases are adapted and distributed to the grades with appropriate emphasis. Agricultural and physical science do not appear below the fourth year. The adaptation is shown by concrete lesson outlines which lend themselves to simple, vital treatment. The closing chapter of eighty pages is given to a detailed outline of the material arranged by grades, seasons, topics and problems which, illuminated by the earlier discussions and lesson outlines, constitutes a systematic, practicable programme. The book should prove helpful to elementary science teachers in general, especially those who are without direction and must rely upon simple materials close at hand.

W. A. OWENS,
University of Rochester.

Effective English. By Philander P. Claxton and James McGinnis. Allyn and Bacon, Boston. Pp. 553.

Among a large number of good high school textbooks of composition recently published, *Effective English* stands out by reason of two or three features in which it excels. These are the profusion of constructive suggestions for composition subjects, based in part upon numerous well chosen illustrations; the system outlined for co-operation by the class "permanent editorial committee" in the

correction of elementary errors; and the constant correlation of the programme of instruction with the recent requirements in English of the New York State Department of Education and the school authorities of other progressive states.

JOHN R. SLATER,
University of Rochester.

Liberty, Peace and Justice. Riverside Literature Series. Houghton Mifflin Co., Boston, New York, Chicago. Pp. 128. Price, 32 cents.

A good and inexpensive collection for school use of speeches by President Wilson and other statesmen bearing on the American aims in war and peace. Lincoln, Roosevelt, Taft, and Root are some of the national leaders besides the president whose typical utterances on the future of democracy are here brought together.

JOHN R. SLATER,
University of Rochester.

Twentieth Century Athenians. By Ray Robinson. Richard G. Badger, The Gorham Press. Pp. 300. Price, \$1.50.

This collection of philosophical dialogues strung together by a slender thread of narrative is a curious revelation of twentieth century psychology. The writer, a young scientist and dreamer, who is just now an engineer officer in France, has hit upon the idea of throwing into the form of informal conversations an attack upon the bewildering and soul-benumbing complexity of modern life. He finds that neither Emersonian transcendentalism nor decadent materialism can satisfy thoughtful minds bent upon persistent inquiry into human origin and destiny. The answer of orthodox and of radical religionists, the pessimistic dilemma, the mazes of Nietzsche and the superficial epigrams of Shaw and Wells, all come under the caustic comments of the young men in Lieutenant Robinson's group of talkers. One cannot read such a book, in spite of some undeniable crudities of expression, without being impressed by the writer's keen and restless spirit, his earnest search after truth, his rejection of pessimistic and materialistic views without the ability to offer a clear and intelligible solution of the problem. One feels that the types of human nature represented by

the hero and his friends are not the usual or dominant types at present, and offer little help in understanding the main currents of twentieth century life; but that there are "Athenians" still walking unrecognized among us, facing the deep problems of existence in their own pathetic or tragic ways among the plainer duties of the hour, he shows us in no uncertain manner. His analysis of character by means of monologue and dialogue, less artistic and perhaps less interesting than the method of the novel or the drama, is nevertheless subtle and absorbing. One must read with close attention, sometimes with perplexity, sometimes with amusement, but in the end one finds here a human document not to be lightly rejected or forgotten in the age of intellectual reconstruction upon which we are about to enter.

JOHN R. SLATER,
University of Rochester.

A Dictionary of Military Terms. By Edward S. Farrow. Thomas Y. Crowell Company, New York. Pp. 676. Price, \$2.50.

Much valuable and curious information is contained in this reference handbook bearing on the terminology of war. Definitions are here found for the first time in print of many terms which have come into use during the present war. The reader is likely to discover, however, some surprising omissions, and to question the judgment of the author in encumbering his pages with words belonging to the obsolete weapons and military customs of past centuries. Certainly the scope of the work might well have been limited to the past century. The table of abbreviations at the beginning of the book is useful, but omits scores of abbreviations in common use at the present time by the United States Army, some of which are baffling to all but the initiated.

JOHN R. SLATER,
University of Rochester.

BOOKS RECEIVED

BIRCH, C. E. "Applied Business Calculation." Paper, 193 pp., padded. Price, 35c. The Gregg Publishing Co., New York, Chicago.

EARNEST, W. W. "A War Catechism." Questions and Answers concerning

the Great World War. Paper, 48 pp. Price, 15c. W. W. Earnest, Champaign, Ill.

TURKINGTON, GRACE A. "My Country." A Textbook in Civics and Patriotism for Young Americans. Cloth, illustrated, vi-394 pp. Price, 96c. Ginn & Company, Boston, New York, Chicago.

DOLE, CHARLES F. "The New American Citizen." The Essentials of Civics and Economics. Cloth, illustrated, ix-376 pp. Price, \$1.00. D. C. Heath & Co., Boston, New York, Chicago.

MONROE, PAUL, and MILLER, IRVING E. "The American Spirit." A Basis for World Democracy. Cloth, 336 pp. Price, \$1.00. World Book Company, Yonkers-on-Hudson, N. Y.

CARDON, LEOPOLD. "Mon Petit Trott." A Modern French Reader. Cloth, 190 pp. Price 76c. Silver, Burdett & Co., Boston, New York, Chicago.

THWAITES, REUBEN G. and KENDALL, CALVIN N. "A History of The United States." For Grammar Schools. Cloth, illustrations and maps, 572 pp. Price, \$1.20 net. Houghton Mifflin Co., Boston, New York, Chicago.

DEMING, NORMA H. and BEMIS, KATHERINE I. "Stories of Patriotism." A Patriotic Reader for the Intermediate Grades. Cloth, 188 pp. Price, 56c net. Houghton Mifflin Co., Boston, New York, Chicago.

TAPPAN, EVA MARCH. "Our European Ancestors." An introduction to United States History. Cloth, illustrations, maps, 270 pp. Price, 76c net. Houghton Mifflin Co., Boston, New York, Chicago.

WILLIAMS, BLANCHE COLTON. "A Book of Short Stories." For use in High Schools. Cloth, illustrated, xiii-291 pp. Price, \$1.00. D. Appleton & Company, New York, Chicago.

LINDSAY, FORBES. "Everyday Efficiency." A practical guide to efficient living. Cloth, 300 pp. Price, \$1.25 net. Thomas Y. Crowell Company, New York.

STEVENSON, ROBERT LOUIS. "A Child's Garden of Verses." Cloth, illustrations, 88 pp. Price, 50c net. Thomas Y. Crowell Company, New York.

GOOD OPPORTUNITIES

Are afloat for any teachers who feel themselves capable of filling larger places than their present ones.

ON September 20 we were asked to recommend for a seventh grade in a southern New York town, at a beginning salary of \$950 to \$1050. We were obliged to look about rather sharply for the right candidate, and it was October 1 before we were able to recommend one in whom we had confidence as capable of filling the position. On October 11th the superintendent wrote us: "I am returning the photograph of Miss——, whom you suggested sometime ago for a position in our schools. The position was offered to her and I hope to have her acceptance before long."

On October 15th our candidate wrote us: "The superintendent at—— has offered me a position and I have accepted it. I expect to begin work November 4th. Thanking you for helping me to obtain this position, I am, etc."

Thus a teacher receiving \$700 is advanced to \$950 because she so well deserves it, and a \$950 position has been given a teacher that is adequate. **Note that we recommended a single candidate.**

Let us know your wants for either the present term or that beginning after the Holidays.

Blanks and circulars free on request.

School Bulletin Teachers Agency

C. W. BARDEEN, SYRACUSE, N. Y.

BRADLEY'S HELPS

FOR PRIMARY TEACHERS

Embeco Perception Cards for Number Work

Something every teacher will appreciate. Large manila cards, $6\frac{1}{2}$ x 10 inches, one side printed with domino design, and the reverse with the same problem in large italic numerals. The domino dots are one inch in diameter with wide spacing, making them easy to read from all parts of the room. Twenty-four cards, containing all number combinations 1 to 10, in durable box.

Price, \$0.60; mailing weight 12 oz.

Economo Number Builder No. 1

A better builder than you have ever used. Large numerals in bold type, printed on heavy manila card, and enclosed in a box made especially strong to withstand the constant handling and hard usage to which the "builder" box is always subjected. Contains an extra large quantity of the number tablets.

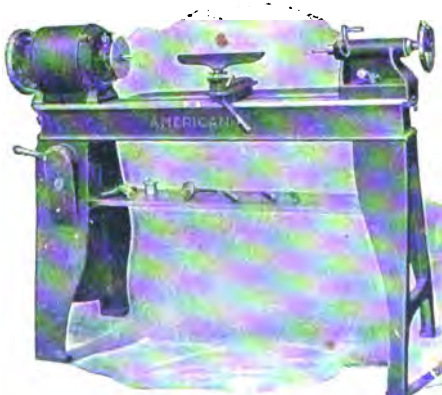
Price, \$0.20; mailing weight 5 oz.

Economo Word Builder No. 1

A new large type builder, printed on heavy manila card in extra bold type; lower case letters on one side and capital on reverse side. Put up in a box made especially strong, same as Economo Number Builder. Contains an extra large quantity of tablets.

Price, \$0.20; mailing weight 5 oz.

MILTON BRADLEY COMPANY, SPRINGFIELD, MASS.



American 12-inch Speed Lathe
(A. C. Headblock)

Consider the Activity of Cabinet Making

IT IS PROFITABLE

A FEW years ago the Board of Education of Rochester, N. Y., organized an elementary Vocational School. "American" Woodworking Machinery costing \$850 was installed.

In 1912 a group of pupils turned out on those machines *School* furniture worth \$2900.

Since 1912 a tool has been added from time to time as the need for it arose until now there is in the Rochester Public Schools a complete equipment of "American" Woodworking Machines for Cabinet Making.

In 1917 there was turned out on these machines furniture valued at \$13,800. The tools have paid for themselves many times over.

Pupils from the sixth, seventh and eighth grades operate the machines *safely* and cause the cutting mechanism is properly guarded.

Buffalo, New York, Jersey City, New Jersey, Winnipeg, Canada, and a hundred are doing the same thing. May we tell you how you may make "American" machines pay themselves in your schools?

AMERICAN WOOD WORKING MACHINE CO., 591 Lyell Ave., ROCHESTER, N. Y.

DUF.
EB211913

HARVARD COLLEGE LIBRARY
BY EXCHANGE FROM
NEW YORK STATE LIBRARY
APR 6 1937

Edme P 397.18.10

The Journal

of the New York State
Teachers' Association



Published Monthly at Rochester by
The New York State Teachers' Association

February, 1919

The Journal

of the New York State Teachers' Association

Entered as second-class matter at the Post Office, Rochester, N. Y., February 17, 1914. Acceptance for mailing at special rate of postage provided for in section 1103, Act of October 3, 1917, authorized September 12, 1918.

Published monthly by the New York State Teachers' Association on the 15th day of January, February, March, April, May, June, October and November, at 5 South Water Street, Rochester, N. Y.; A. G. BROOKS, Publisher.

EDITORIAL COMMITTEE: GEORGE M. FORBES, University of Rochester; GEORGE P. BRISTOL, Cornell University, Ithaca; RICHARD A. SEARING, North Tonawanda.

CHANGE OF ADDRESS. Members of the Association and subscribers should notify the Secretary, Richard A. Searing, North Tonawanda, promptly of any change of address.

COMMUNICATIONS should be addressed to the Secretary, Richard A. Searing, North Tonawanda.

SUBSCRIPTION PRICE for the JOURNAL to all who are not members of the New York State Teachers' Association is \$1.50 per year, eight issues. Postage is prepaid.

ADVERTISING. Application for advertising space and rates should be made to the Publisher, A. G. Brooks, 5 South Water Street, Rochester.

NEW YORK STATE TEACHERS' ASSOCIATION

Officers, Nineteen Hundred Nineteen

President—JUDSON S. WRIGHT, Falconer.

Vice-President—H. D. DE GROAT, Cortland.

Secretary—RICHARD A. SEARING, North Tonawanda.

Treasurer—W. H. BENEDICT, Elmira.

Executive Committee: Terms expire in 1919—DR. A. C. THOMPSON, Brockport; HOWARD G. BURDGE, Wellsville. Terms expire in 1920—MRS. ROSE MINNICK, Glens Falls C. EDWARD JONES, Albany. Terms expire in 1921—DR. H. S. WRET, Rochester; W. E. PIERCE, at Aurora.

Ex-Officio Members—President JUDSON S. WRIGHT, Secretary RICHARD A. SEARING, Treasurer W. H. BENEDICT.

Committee on Legislation—Chairman, JOHN A. DE CAMP, Utica; DANIEL J. KELLY, Binghamton; DR. A. R. BRUBACHER, Albany; DR. C. EDWARD JONES, Albany; MRS. ROSE MINNICK, Glens Falls.

Committee on Teachers' Welfare—Chairman, DR. THOMAS D. WOOD, Columbia University, New York City; DR. CLINTON MCCORD, Albany; HENRY D. HERVEY, Auburn; MISS SOPHIE BECKER, Buffalo; MISS MABEL SIMPSON, Rochester; MRS. DOROTHY CONNOLLY, Jamestown; SUPT. L. W. SWAIN, Westfield; DR. A. R. BRUBACHER, Albany; EDWARD F. BROWN, New York City.

Special Committee on Teachers' Pensions—DR. A. R. BRUBACHER, Chairman, Albany; SUPT. RAY P. SNYDER, New York Mills; MISS ADA M. BAKER, North Tonawanda.

SECTION CHAIRMEN—1919

Classical Section—Pres., GEORGE D. KELLOGG, Union College, Schenectady; *Commercial*—Pres., G. M. YORK, State College for Teachers, Albany; *Elocution*—Pres., H. M. TILROE, Syracuse University; *English*—Pres., A. B. SIAS, West High School, Rochester; *Evening Schools and Americanisation (Evening School and Immigrant Education Sections combined)*—Pres., W. C. SMITH, State Education Dept., Albany; *Fine, Industrial and Household Arts*—HARRY W. JACOBS, Buffalo; (a) *Fine Arts*—Vice-Pres., EUNICE PERRINE, State College for Teachers, Albany; (b) *Household Arts*, Vice-Pres., MARION VAN LIEW, State College for Teachers, Albany; (c) *Industrial Arts*—Vice-Pres., ALFRED BINGHAM, 192 Waverly St., Buffalo; STEWART F. BALL, Buffalo; *History Association*—Pres., EDWARD P. SMITH, High School, North Tonawanda; *The New York State School Hygiene and Physical Education Association, meeting as a section of the New York State Teachers' Association*—Pres., L. RENEE S. HILL, 815 Myrtle Ave., Albany; *Kindergarten*—Pres., EDITH GRAVES, Fredonia; *Librarians' Section*—Pres., ALLEN ABBOTT, Columbia University, New York City; *Mathematics*—Pres., E. ARNOLD, State Education Dept., Albany; *Modern Language Association*—Pres., DR. JONAS, New York City; *Music*—Pres., MISS EMMA J. DEVENDORF, Gloversville; *Normal and Training Schools*—Pres., GRANVILLE B. JEFFERS, President, Training School, Schenectady; *Penmanship*—Pres., A. E. BENBOW, Schenectady; *Primary*—Pres., LUTHER N. STEELE, Canandaigua; *Rural School*—Pres., M. B. FURMAN, East Rochester, 2nd Dist., Monroe Co.; *Section of New York State Council of Elementary School Principals and Teachers*—Pres., NATHANIEL G. WEST, School No. 6, Rochester; *Science Section*—Pres., B. O. BURGIN, Albany High School; *School Administration*—Pres., CHAR S. WILLIAMS, Hudson; *Subnormal and Backward Children*—Pres., LEILA MARTIN, Dept. of Education, Rochester; *N. Y. State Science Teachers' Association*—Pres., H. A. CARPENTER, West High School, Rochester; Sec.-Treas., E. E. FORD, West High School, Rochester.

This is a Special Invitation From P. G. Holden and Associates

TO ALL SUPERINTENDENTS AND OTHERS attending the Superintendents' Division, N. E. A., at the Congress Hotel, Chicago, February 20 to March 1, to visit the Agricultural Extension Department of the International Harvester Company, Sixth Floor, Grant Park Building, 624 South Michigan Avenue, one block south of the Congress:

We are anxious to meet you and explain our plans for helping Normal Schools, County Superintendents, City Superintendents, All Educators, Teachers and Pupils everywhere.

You will want to become familiar with our VISUAL METHOD OF INSTRUCTION.

Our method of VITALIZING THE TEACHING OF AGRICULTURE.

Our new LECTURE CHARTS, LANTERN SLIDES, and MOVING PICTURE FILMS.

Our new STENCILS which enable children to make their own charts.

You will particularly want to see our large number of booklets and other literature on Agriculture, Home Economics, Sanitation, Live Stock, etc., especially adapted for supplementary reading.

All those and much other material have been prepared for the purpose of helping you. They are all at your service—are furnished FREE, except the actual cost of transportation and handling.

We will be waiting at our booth at the Congress Hotel to direct or escort you to our rooms.

If you can't come, write us.

INTERNATIONAL HARVESTER COMPANY, Inc.

Agricultural Extension Department, P. G. Holden, Director, Chicago.

THE ALDINE SPELLER



In offering this new Speller for the consideration of those who are concerned with the teaching of this important subject, the publishers desire to call attention to the following distinguishing features:

1. Carefully prepared instructions to the teacher.
2. Phonetic lists on which words in common use are based.
3. A systematic and comprehensive presentation of the words and spelling facts that every pupil must learn.
4. A progressively expanding vocabulary fitted to the pupil's present and future needs.
5. A large number of dictation exercises based on the words found in the spelling lesson.
6. Special stress laid on the most difficult words.
7. Oft-repeated drills on the real trouble-makers.
8. Omission of words seldom used in speaking and writing.

Four-Book Edition

THE ALDINE SPELLER, Part I, Grades 1 and 2

THE ALDINE SPELLER, Part III, Grades 5 and 6

THE ALDINE SPELLER, Part II, Grades 3 and 4

THE ALDINE SPELLER, Part IV, Grades 7 and 8

Two-Book Edition

THE ALDINE SPELLER, Grades 1-4

THE ALDINE SPELLER, Grades 5-8

NEWSON & COMPANY

73 FIFTH AVENUE, NEW YORK

623 S. WABASH AVENUE, CHICAGO

Digitized by Google

CORNELL UNIVERSITY

The Twenty-Eighth Summer
Session and Summer Term in
Arts and Sciences

July 5-August 15

offer to teachers and to students
enlarged opportunities for study in
substantially all college subjects.
Provision also for graduate work.
Complete University facilities:
libraries, laboratories, shops, farms.
Beautiful surroundings at head of
Cayuga Lake.

Full Announcement on request to Sec-
retary of Summer Session, Ithaca, N. Y.

SUPERINTENDENTS, PRINCIPALS, TEACHERS AND SUPERVISORS

Do You Read the Advertisements?

If not, you Are Missing
GOLDEN OPPORTUNITIES

The Advertisers who use the
JOURNAL do so BECAUSE they
know that most, if not all of
our readers, are directly interested
in the purchase of School Books,
Material and Supplies.

Benefit Yourself by Benefitting
the Advertiser

Mention the Journal

N.Y. STATE TEACHERS' ASSOCIATION

OUR BOOKS ARE SUCCESSFUL
BECAUSE THEY ARE MADE RIGHT
Learn Spanish in Spanish
*We learned English by the all English
method*



A very elementary text for Junior High Schools
viii+308 pages, \$1.00

POCO A POCO, by Guillermo Hall



First Book, 310 pp., \$1.00 Second Book, 340 pp., \$1.20
Combined, 540 pp., \$1.80

ALL SPANISH METHOD
by Guillermo Hall



A Reader for the second half year, 52 cents

Teatro de Ensayo, by Martínez Sierra

Edited by Aurelio M. Espinosa. 52 cents

El Príncipe Que Todo Lo Aprendió En Los Libros

By Jacinto Benavente. Edited by Aurelio

M. Espinosa. 52 cents

Más Vale Maña Que Fuerza, by Manuel Tamayo

y Baus. Edited by C. Everett Conant. 52 cents

Fábulas y Cuentos. A Spanish Reader

By Clifford G. Allen. 88 cents

Other books soon to be published in the New-World

Spanish Series are the following:

Por Tierras Mejicanas, by Uribe-Troncoso. 88 cts.

Páginas Sudamericanas, by Helen Phipps. 88 cts.

Benavente's Los Intereses Creados. Edited

by Francisco Piñol. 52 cents

Quinteros' La Muela del Rey Farfán. Edited

by Aurelio M. Espinosa. 52 cents



WORLD BOOK COMPANY

Yonkers-on-Hudson, New York; also Chicago
Dallas, Kansas City, Atlanta, and Manila

NEW BOOKS

THE GREGG PUBLISHING COMPANY

NEW YORK

CHICAGO

SAN FRANCISCO

AMERICAN IDEALS. Selected Patriotic Readings, by Emma Serl and William J. Pelo, A. M. (Harvard).

Selected patriotic readings for seventh and eighth grades and junior high schools. 160 pages, cloth, 90 cents.

PERSONALITY: Studies in Personal Development, by Harry Collins Spillman, Specialist in Commercial Education for the Federal Board for Vocational Training.

A textbook that helps the student discover and develop inherent abilities. 192 pages, cloth, \$1.50.

CONSTRUCTIVE DICTATION, by Edward Hall Gardner, A. M. (Dartmouth), Associate Professor of Business Administration, University of Wisconsin.

Teaches practical business English along with dictation. It is a pioneer book that will achieve successful results. 320 pages, cloth, \$1.00.

WALSH'S BUSINESS ARITHMETIC, by John H. Walsh, Associate Superintendent of Schools, New York City.

This book, which is the crystallization of the experience of a famous author, compels interest, action and results. 320 pages, illustrated, cloth, \$1.00.

BARTHOLOMEW'S BOOKKEEPING EXERCISES, by W. E. Bartholomew, Specialist in Commercial Education of the University of New York.

Attractive bookkeeping problems with a purpose, is the idea back of this book. Two parts—elementary and advance. 96 pages, cloth, each part 60 cents.

GRADED READINGS IN GREGG SHORTHAND, by Alice M. Hunter, Shorthand notes by George Gregg.

A selection of graded material to develop reading and writing skill. All shorthand. 128 pages, cloth, 75 cents.

APPLIED BUSINESS CALCULATION, by C. E. Birch, author of "Lessons in Rapid Calculation."

Drills and tests on the fundamentals of arithmetic. Eliminates unproductive, mechanical work, and leaves the child's attention free for mental processes. 194 pages, paper covers, pad form, stiff back, 35 cents.

HOW TO PREPARE FOR CIVIL SERVICE, by E. H. Cooper.

Smooths the path for the candidate for Civil Service by making him efficient. 140 pages, cloth, \$1.50.

Send for complete list of publications

SYRACUSE UNIVERSITY SUMMER SESSION

July 7th—August 15th

GRADUATE, COLLEGE, and ELEMENTARY COURSES

Physical Education in all branches to meet requirements of New York State Syllabus.

Methods of Teaching Secondary School Subjects as practiced in the most modern schools: Oral English, English, Mathematics, Science, etc. Teaching staff includes heads of departments from larger high and normal schools as well as members of regular faculty.

Spanish, Conversational French, History, Public Health Nursing, etc., to meet present demands.

Pedagogy: Courses to meet requirements of the State Teachers' Examinations for college graduates.

Fine Arts Courses, Painting, Drawing, Design, Vocal Music, Instrumental Music, Methods.

TUITION, \$25.00

BOARD AND ROOM, FROM \$7.50 A WEEK UP

For further information, write to
M. ELLWOOD SMITH, Director

CLARK TEACHERS AGENCY

YOU JOIN PERMANENTLY FOR ONE FEE—ALL 7 OFFICES



B. F. CLARK
Founder—29th Year

Spokane, Wash.
Cham. of Com. Bldg.
Paul S. Filer

Kansas City, Mo.
N. Y. Life Bldg.
Dr. J. H. Hill

St. Paul, Minn.
Exchg. Bank Bldg.
Dr. T. Morey Hodgman

New York
Flatiron Bldg.
E. L. Gregg

Baltimore
Munsey Bldg.
H. E. Smith

Chattanooga, Tenn.
Temple Court Bldg.
E. E. Black

CHICAGO, Steinway Hall

B. F. Clark Maj. H. D. Bargelt C. E. Lutton (Music)

"SHORT UNDERSTANDABLE CONTRACT"

T EACHERS' AGENCY DIRECTORY

The following is a reliable list of Teachers' Agencies to whom superintendents of schools and school board members may apply at any time for the filling of any position.

KELLOGG'S AGENCY, 31 UNION SQUARE, NEW YORK

HAS BEEN ESTABLISHED 25 YEARS.

This agency makes a constant search for high grade teachers and recommends with care. Only superior teachers are accepted. Teachers are supplied all the year round. If you need a good teacher or know where one is wanted, send particulars. **THE ACTIVE, GENEROUS WORK OF THIS AGENCY HAS SATISFIED THOUSANDS OF TEACHERS.**

Interstate Teachers' Agency

501-503 Livingston Building,
ROCHESTER, N. Y.

The manager of this agency has had twenty years' experience as teacher and superintendent of schools, and ten years' successful experience as manager of a rapidly growing agency. He personally selects and recommends candidates with care. The success of this agency is vouched for by many of our best superintendents, college presidents and normal school principals. Send for circular.

T. H. ARMSTRONG, Proprietor

HARLAN P. FRENCH, President

WILLARD W. ANDREWS, Secretary

ALBANY TEACHERS' AGENCY, Incorporated

Supplies Schools of All Grades with Competent Teachers.

Assists Teachers in Obtaining Positions

We receive calls for wide-awake and progressive teachers from every State in the Union, and we want more such teachers upon our list. **NOW IS THE TIME TO REGISTER** **SEND FOR BULLETIN** **81 Chapel Street, Albany, N. Y.**

Albert **TEACHERS' AGENCY**

NEW YORK 487 Fifth Avenue
DENVER Symes Building
SPOKANE Peyton Building
ADDRESS ANY OFFICE

34TH YEAR

25 E. Jackson Blvd., Chicago

Our booklet "Teaching as a Business" with timely chapters on Peace Salaries, Prospects, Critical Letters of Application, etc., sent **FREE**.

SPECIALISTS' EDUCATIONAL BUREAU

TEACHERS. GET A BETTER POSITION. Try the "Bureau for Specialists." Registers College Graduates exclusively (vocational teachers excepted). No grade school positions. Fills the better places only. Covers all States. **ASK FOR DETAILS.**

150-4 S. GRAND AVE., ST. LOUIS, MO.



Empire Teachers' Agency, Inc.

321-323 University Block
SYRACUSE, N. Y.

**THE AGENCY OF PERSONAL SERVICE
HAS BEEN ESTABLISHED EIGHTEEN YEARS**

We are constantly in touch with the best Schools and Colleges in New York State, Pennsylvania, New Jersey, in fact every State in the Union. Have calls now for many strong candidates to fill present and September appointments. **Free registration blanks gladly sent on request. Why not register now? SEND FOR CIRCULAR.**

WM. H. MacMILLAN, Proprietor and Manager.

Thurston Teachers' Agency

Short Contract. Guaranteed Service. Write for our Free Booklet How to Apply. 26th Year
E. R. NICHOLS, Mgr. 221 S. Mich. Ave. CHICAGO, ILL.

Are you convinced of the soundness of the pedagogical precept, "One principle only at a time"?

Do you believe that pupils best "learn to do by doing"?

Do you agree that beginners must be *drilled* on the essential forms and facts of the language to be learned, and that they must *master* a limited vocabulary at an early stage if they would put that language to practical use?

If your answers to the above questions are in the affirmative, you will be keenly interested in a new French grammar and reader just off the press,

Armand: Grammaire Élémentaire

Augmentée et illustrée xii + 322 pp. \$1.28

This is a modified *direct-method* book of instruction, which presents all the essentials of French grammar, and combines the use of interesting conversational French with an abundance of drill material, both so necessary to give the student a facile working knowledge of idiomatic French. The reading selections serve to acquaint the American student with France, its customs, institutions, geography and government. The book contains pleasing illustrations having a distinct pedagogic value.

D. C. HEATH & COMPANY

231-245 WEST 39th STREET

NEW YORK CITY

New Reading for High Schools

We have published in January two new volumes in the MACMILLAN
POCKET CLASSICS SERIES:

Kingsley's Westward Ho, edited by S. A. Leonard of the Lincoln School, Teachers College, (in group 3 of the first-year list).

Bryce on American Democracy, edited by Professor M. G. Fulton of Davidson College, (selected chapters from The American Commonwealth and the lecture on The Hindrances to Good Citizenship).

Live Literature

The demand is growing for live modern literature for the high school course. We are meeting the demand. Are your pupils reading these volumes in the Pocket Classics series?

WISTER'S THE VIRGINIAN, edited by James F. Hosis.

LONDON'S THE CALL OF THE WILD, edited by Theodore C. Mitchell.

STEVENSON'S AN INLAND VOYAGE, edited by Wilbur L. Cross.

REPRESENTATIVE SHORT STORIES, edited by Nina Hart and Edna M. Perry.

"The Most Interesting of American Classics"

Thousands of high school students this year are reading our school edition of *Riis' The Making of An American*, with an introduction by Theodore Roosevelt (price 60 cents). They put it first among the books of their literature course.

THE MACMILLAN COMPANY 64-66 Fifth Avenue, New York

DICTIONARIES

FRENCH—GERMAN—LATIN—GREEK

The "International French Dictionary" is the best published in this country.

—*Raymond Weeks, Professor Romance Languages, Columbia University.*

FRENCH-ENGLISH—ENGLISH-FRENCH—\$3.25 till March 15, then \$4.00.

Edited by Paul Passy, University of Paris, and George Hempl, University of Michigan.

Pronunciation is indicated by a full respelling of each title word in the system of the International Phonetic Association.

CLASSIC SERIES

French-English—English-French . . .	\$2.25	German-English—English-German . . .	\$2.25
Latin-English—English-Latin . . .	\$2.25	Greek-English—English-Greek . . .	\$2.25
English-Greek	\$1.10		

Liddell & Scott's Greek-English Lexicon (abridged)	\$1.50		
White's Latin-English	\$1.50	White's English-Latin	\$1.25
White's Latin-English—English-Latin			\$2.50
Berry's New Testament Lexicon (Greek-English)			\$1.10
Handy Spanish-English—English-Spanish, \$1.25		Handy Italian-English—English-Italian, \$1.25	

The next edition of our catalogue promises increase in prices. Send orders now and save money.

Send for catalogue containing our new publications.

HINDS, HAYDEN & ELDRIDGE, 11-13 UNION SQUARE, NEW YORK CITY

JOHN C. ROCKWELL, Eastern Agent

Books for Foreigners Approved by the U. S. Bureau of Education

A First Book in English for Foreigners A Second Book in English for Foreigners

By ISABEL RICHMAN WALLACH

These books are the outcome of wide experience with evening classes in New York City. They take into special account the difficulties the adult foreigner encounters. The lessons supply practical information about American ideas and customs.

English for New Americans

By STANWOOD FIELD and MARY E. COVENEY

Unusually simple, direct, and thorough. Contains vocabularies in Armenian, Arabic, Greek, Italian, Lithuanian, Russian, Spanish, Swedish, and Yiddish. Also published with additional vocabularies in Japanese and Chinese and in an edition without vocabularies.

SILVER, BURDETT & COMPANY

BOSTON

NEW YORK

CHICAGO

SAN FRANCISCO

The Journal

of the New York State Teachers' Association

VOLUME 6

FEBRUARY 15, 1919

NUMBER 1

CONTENTS

	PAGE
THE UNGRADED CLASS SYSTEM WHICH NEW YORK IS ABOUT TO PUT IN OPERATION	<i>L. Pierce Clark</i> 1
SUPERVISED STUDY AS APPLIED TO HISTORY	<i>Mabel E. Simpson</i> 4
THE SUPERVISION OF ENGLISH IN THE ELEMENTARY SCHOOLS	<i>Elmer S. Redman</i> 12
PHYSICAL EDUCATION IN RURAL SCHOOLS	<i>Laurance S. Hill</i> 15
WAR SERVICE OF THE NEW YORK HIGH SCHOOL LIBRARIES	<i>Katharine M. Christopher</i> 19
THE VALUE OF STORY-TELLING IN DE- VELOPING EMOTIONAL RESPONSE	<i>Mabel Rivers Schuler</i> 22
THE ORGANIZATION AND ADMINISTRA- TION OF THE PRACTICE SCHOOL— HOW CAN IT BEST SERVE THE NEEDS OF THE PUBLIC SCHOOLS?	<i>Rovillus R. Rogers</i> 25
THE "PURSUIT OF HAPPINESS" IN THE TEACHER'S PHILOSOPHY	<i>R. M. Stewart</i> 28
WHAT SHALL BE THE FUTURE OF OUR DISABLED SOLDIERS AND SAILORS?	<i>Dean Burris</i> 32
THE PHYSICAL WELFARE OF CHILDREN	35
STATE DEPARTMENT OF EDUCATION	37
THE CLASSICAL READING LEAGUE	38
BOOKS RECEIVED	39

Published by the New York State Teachers' Association
Rochester, N. Y.

BUFFALO

RECENTLY ADOPTED

Lewis and Hosis's

Practical English for High Schools

For Use in all Ninth Grades

Schenectady
Rochester
Utica
Syracuse

Pittsburgh
Louisville
Minneapolis
Kansas City

Denver
Dallas
Salt Lake City
San Diego

ARE A FEW OF THE OTHER CITIES USING THIS BOOK

The following quotations from letters written by teachers to us tell some of the reasons for the great success of "PRACTICAL ENGLISH FOR HIGH SCHOOLS":

"Gives boys and girls reasons for making an effort and in addition shows them how to get results."

"Places its aims within grasp of the high school mind and is unusually clear and orderly in arrangement of material."

"The most up-to-date and comprehensive book of the kind that I have seen."

"I feel that I have come at last upon a real treasure—a thoroughly practical textbook of English composition."

"The use of such a textbook as this is should give interest to the most lifeless class."

"I used it last year and find that my students have learned to love English."

American Book Company

NEW YORK

CINCINNATI

CHICAGO

BOSTON

ATLANTA

Digitized by Google

The Journal

of the New York State Teachers' Association

FEBRUARY, 1919

THE UNGRADED CLASS SYSTEM WHICH NEW YORK IS ABOUT TO PUT IN OPERATION

L. Pierce Clark, M. D., Chairman Medical Advisory Board, New York Board of Education; Chief Consulting Neurologist and Psychiatrist, Randall's Island Institutions; President of the Consulting Board, Letchworth Village

THE purpose for which the ungraded class system was originally conceived has proven a failure. Its original intent was to bring the feeble-minded and backward child up to the normal pupil in school work. Had the movement been started by the experienced in the care and training of the mentally retarded, the system would have had a less exalted and ambitious purpose, and would, perhaps, have met at an earlier date a more legitimate end as a part of our public school system.

The main fault of the whole scheme was in thinking that by a system of a special kind of instruction one might eradicate feeble-mindedness. One may say now, with definite finality, that such an object, to cure feeble-mindedness, can never be attained any more than one can make the average child into a musical or a mathematical genius. However, when we consider the ungraded class as a supplemental adjunct to a thoroughgoing educational system—and not as a substitute for a special all-round twenty-four hour system of institutional training for the feeble-minded—we then find the ungraded class fills what is popularly designated as “a long felt want.” Thus the ungraded class should not try to supplant the state institution for the feeble-minded as an easy home system of educating the backward child in the public schools. It should be simply considered a half-way station, or tryout place, for such children, who for various reasons may not be cared for in special and separate schools or farm colonies established by the state.

As you all probably know, the New York schools have several thousand of these special pupils in over two hundred ungraded schools. As one sees ungraded classes at work, one is impressed with the fact that without the complete physical equipment necessary for such school classes, they are doomed to failure. In the ordinary public school, books, charts and maps may be considered sufficient; but the ungraded class when properly equipped is, above all, a school of things. There must be tools and machines, as well as materials of wood, iron and fabrics by which the education may be impressed. The educational motive is a concrete presentation of ideas; the sort of school equipment necessary for this is costly, yet without it no ungraded class should be formed. The average ungraded class is really the mixed country school in miniature. All the varying mental ages and capacities for taking on educational training are there. I wonder what teacher would care to undertake to instruct an entire country school, however small, in one single class? Yet that is what is often required of the ungraded class teacher. The teaching must always be individual; probably a group of more than ten backward children, each doing different work at different rates of speed, makes more than a sufficiently onerous and distractable occupation for one teacher, however clever and able she may be.

In an ungraded class of ten, fifteen, or twenty pupils at the outside, there should be at least two or three teachers. For my part, I never could see the great or insurmountable objection to forming in

every large city an entire ungraded school. A lot of printer's ink pro and con I know has already been spilled upon this subject. Without attempting to add to the amount already spilled, I would say that if we are to let parental and public prejudice stand in the way of organizing an efficient ungraded school, then we should abandon the ungraded class system as a principle altogether. For in a marked degree the same prejudices exist about the ungraded class as are urged against the large complete school itself. If we established large schools, it would certainly be less expensive, and much more efficiently and easily managed than sprinkling single ungraded classes about in separate schools to be run as isolated ventures. We also know that all grades of mentally retarded children are essentially gregarious in instincts, and probably learn more anyway by imitation of their fellows than from the teacher. As an economic proposition both for the management and its patrons, the small group teaching of the feeble-minded in home schools has passed. Physicians have learned from experience to look askance at the little isolated private school for the feeble-minded. Many of us, when parents will submit to the idea, urge the admission of the mentally retarded in large accredited, well established public institutions. Why? First, because of the natural gregariousness of the mentally retarded; secondly, because the feeble-minded need habit and social-adjustment training as much if not more than a purely intellectual education, and this can be gained to best advantage in large, well endowed schools. These needs cannot be fully supplied in any small fraction of a day attendance in an ungraded class, however efficiently it may be officered and equipped. The end can only be accomplished if at all in a boarding school as a part of the public school system, or best in an institutional school of easy access to the school population which it should serve. Of course such boarding schools should be under the principal control of trained physicians, with teachers as their associates and co-workers.

The whole problem of the feeble-minded, as has been so often stated, is primarily a psychiatric or mental one, and without holding these specialists to that pro-

position educators are not going to get the most and best out of the physicians.

Concerning the teaching personnel: Probably there are but few thoroughly qualified teachers in the whole country to undertake ungraded work. Some teachers know a great deal theoretically about educating the mentally backward; more know presumably a good deal about various kinds of tests to detect the mentally backward; still others have had considerable practical experience in teaching at first hand the feeble-minded. The latter for the most part are kept within the somewhat cloistered walls of institutions and are not available. So we really are obliged to turn out a large number for the initial establishment of ungraded classes throughout this state. You won't be able to beg or borrow any ungraded class teachers from New York city. What then? All the schools of the state where ungraded teachers may be trained should be required to have a complete theoretical and practical course. Inasmuch as these schools are from institutions for the feeble-minded, the feeble-minded should go to the normal schools and colleges. One may not acquire this specialized art of teaching from mere didactic instruction however thorough, any more than one may learn nursing by a correspondence course. I understand that Dr. Bernstein has already anticipated this suggestion to lend some of the state's feeble-minded charges as a boarding group to one of the normal schools. Aside from the altruistic and paternal influence which such children exercise upon the pupil teachers who may care to follow this special work, they may gain also the essential rudiments of a thoroughgoing industrial and occupational training, a personal asset of no mean advantage to any teacher.

In order to carry out this college curriculum properly, the normal schools must requisition the trained specialists to help in this task—it can't be supplied by ordinary or even extraordinary education; the psychiatrists and trained teachers must be called in also. Since we have been learning the great social get-togetherness of this war I don't think the teaching institutions will have any great difficulty in getting psychiatrists to co-operate with them in these special courses. Of course a neuropsychiatric demonstration

of case histories as well as a statement of the problem of the feeble-minded would at best be merely supplemental to the good hard grind of classroom, shop and industrial work the pupil teachers would necessarily undertake to prepare themselves for this work.

If we are not to hope to cure mental backwardness, what then may we expect for these schools? I think we may honestly educate that degree of mentality which the backward child possesses. Just why a concreteness of mind is the largest or sole legacy of the mentally backward child, one cannot easily say offhand, but such is the case. Therefore the work in manual and industrial training must predominate in all ungraded class work. The girls should be trained in domestic duties, the boys in shop, farm and garden work, so that ungraded classes must have both outdoor and indoor activities. We may hope to make many of the pupils of these schools good handworkers in the world, to undertake work of the simpler routine sort. More may be attempted, but this simple and practical task should be our main concern. Let us not try to hitch our chariot to a star before we gather in the turnips. Let us also not put too much time into the minute gradings of tests, but bring out, particularly by performance tests, the constructive and strongest mental traits that happen to be found in these mentally retarded children,—and happen is the word in spite of the eugenists' efforts to Mendelize mental traits.

I am often impressed that various testers of the feeble-minded do their work as though it were a sort of puzzle, or game,—quite unmindful of the utilitarian motive of the whole procedure in this busy, practical world of ours. If the psychologists had more medical or clinical insight into the problems at hand they would see how futile such an attitude really was. No test for the feeble-minded should be countenanced aside from laboratory purposes of research, unless it really has a bearing upon finding out new and improved methods for training the mentally backward child. That should be the acid test for the psychologic part of our work.

For years it has been a quandary what to do with the ungraded pupils after a

certain maximum school age has been reached. For these "children of the good God" do grow up and they often constitute a social and personal menace. In spite of the fact that a surprisingly large number of the ungraded class pupils after a fashion actually do make good in after life, the great majority do not. They must be supervised and guided by some responsible person. We hope the new commission for the feeble-minded will give us a proper working plan. Any scheme, however, that is a halfway make-shift of responsibility ought not to be acceptable. The cost and pains to make any such plan effective will be considerable. So far as turning the pupils over to the parents and relatives is concerned, one must bear in mind that feeble-mindedness does not originate in the majority of instances from sound and responsible stock.

One may ask, to what extent is feeble-mindedness dependent upon congenital or acquired mental and physical states? No one knows how far feeble-mindedness is really remediable by medical means. There is a steadily growing opinion backed by an increasing array of facts that many cases of feeble-mindedness can be greatly helped by medical measures, for instances by antispecific treatment, ductless gland remedies, etc. If the state mental clinics for the insane, feeble-minded, epileptic and psychopaths are made freely accessible,—and they should perhaps be made so in the country districts first, where the large city clinics cannot be reached,—then we may have an excellent opportunity to gain much help from medical science. These mental clinics, however, won't be of signal service to the ungraded classes unless specialists in eye, ear, nose and throat are also furnished, as well as trained social workers to round up and sift the facts upon which the trained educator and neuropsychiatrist can advise and help. The nearby mental clinic thoroughly equipped will be the right hand of the ungraded class worker as it will be to all the organized and unorganized forces of the community looking to economic and social betterment.

Finally we may summarize the requirements of any thoroughgoing ungraded class system for the state:

1. A thorough and complete equipment for the concrete and industrial training of the mentally backward child.

2. Testing and grading the pupils, the maximum attention being placed upon the constructive side of such tests.

3. The course of teaching should always be directed to a plain common-sense education of the pupils for domestic, shop, farm and garden work. All other, purely intellectual training should be supplemented and elaborated to a concrete end of a useful occupation in life.

4. A teaching personnel for the ungraded classes needs to be created by the normal schools and colleges of the state. This course should be both practical and theoretical. Neuropsychiatrists and experienced teachers from state schools for the feeble-minded should be enlisted to supplement the work of a regular didactic course of instruction.

5. It may be to the advantage of all concerned in populous cities that a single large day school, or even resident school, for the ungraded pupils should be established. If so they should be modelled and officered somewhat similarly to the state institutions for the mentally retarded.

6. The ungraded class system should have the counsel and advice of the state mental clinics and arrange for the coordination of its purposes with the supervisory after care for the adult feeble-minded in the home or institutional school. The lowest grades of feeble-mindedness, such as the idiotic, should not be received in the ungraded classes but be sent direct to the state institutions for supervision and care. The aim of the ungraded classes should be more especially for the instruction of the high grade feeble-minded, and the moron,—pupils to whom a more easily adaptable training may be of advantage and profit.

SUPERVISED STUDY AS APPLIED TO HISTORY

Mabel E. Simpson, Principal, James Whitcomb Riley Grammar School, Rochester

THERE never has been a time fraught with such wonderful possibilities for the improvement of educational procedure as the present. In these days when we are experiencing some of the most stupendous changes in the history of the world, one is constantly being impressed with the realization that former conceptions and standards are inadequate in the solution of present-day problems. An epoch of re-adjustment now confronts us. To meet the re-adjustments which must be made in educational affairs, the consideration of present needs alone is insufficient. We must build for the future. The necessity for practical knowledge and broad vision is very great. This is a challenge to all engaged in the teaching profession.

The experiences through which we are now passing are helping us, more than ever before, to locate the weaknesses and fallacies in our educational structure. Their reinforcement and reconstruction, however, can no longer be made on an empirical basis. Scientific investigation and accurate measurement must be employed.

We have long been conscious of many of the most serious defects in our public school system. Splendid work is being done to remedy these defects and much already has been accomplished. Administrators, supervisors and teachers alike are endeavoring to organize educational procedure so that it will be a vitalizing force in the development of each individual life to which the privilege of education is a common heritage.

THE TEACHING OF HISTORY NEEDS REVISION.

There probably is no subject in the curriculum which has been more greatly engulfed by traditional methods of teaching than that of History. It is only a comparatively short time since a teacher of history would have been judged as excellent if his pupils had accomplished the memorization of long lists of dates, could recite in detail upon the numerous battles in our various wars, or had learned, in order, the administrations of the presidents of our United States, together with the length of term each "served." The test of a pupil's ability to "know" history was based upon his power to

master, verbatim, the contents of a text which, all too frequently, treated a subject in only a superficial way.

Discouragement and often despair confronted the teacher because, at times, an appallingly large percentage of pupils "failed to pass." Since they could not measure up to the standard obtained by those pupils whose ability to memorize had become highly developed, they were classed as dull or even stupid and doomed to "repeat" the course. Is there any wonder that teachers found slight inspiration in their work or that pupils learned to despise history and to look upon it as something to be avoided? There can be little doubt that adults to-day who have a deep love for history and have acquired an insight into its meaning, accomplished this in spite of the kind of teaching employed generally in the public schools of our country.

What chance had a pupil, taught according to such standards, to understand history? How could he comprehend the great issues of the present or of the past? What help was given, in the interpretation of the events studied? What emphasis was placed upon further research? What attempt was made to stimulate thought, to encourage the questioning attitude or to arouse an appreciation for the things which must always stand out forever, down the ages, because of their greatness?

CHANGES IN STANDARDS OF TEACHING.

Within recent years, many improvements have been made by teachers of history. These changes have come about because they have felt great dissatisfaction with the former results of their efforts. This growing dissatisfaction has influenced the standards by which results are judged until the acquisition of subject matter only is no longer the great end and aim in the teaching of history.

The vital concern of every earnest teacher now is: "How may I adjust my teaching and adapt the subject matter to be taught so that I can help my boys and girls in gaining the power to meet and overcome the problems with which life's pathway is crowded?" The teacher whose vision is focused upon this aim, is alive to many things aside from the mere

content side of teaching. Many difficulties, however, present themselves. Courage and determination are imperative if one hopes to retain and enlarge the scope of vision which must increase with the ever shifting changes of time.

THE VITALIZING FORCE OF SUPERVISED STUDY IN THE TEACHING OF HISTORY.

Supervised Study is the outgrowth of this effort on the part of educators and teachers to adjust educational content and procedure to the ability of the learner. Various plans of Supervised Study are now in operation. Among these we find a supervised study period once a week in each subject, supervision of study on alternate days, a daily extra period for those needing supervision, the unassigned teacher, the study coach, the double period, and the divided period. The writer desires, through the medium of this article, to show how the type of Supervised Study known as the "Divided Period" may be utilized as a means of vitalizing the teaching of history.

In order to make this discussion clear to the layman unfamiliar with this type of procedure, let us consider the elements of the subject under three main heads, viz.: method, content and mechanical detail.

THE ELEMENTS OF SUPERVISED STUDY INVOLVING METHOD.

I. The relation of "Supervised Study" to "How to Study."

The term "Supervised Study," when interpreted in its limited sense, is applied to a period or portion of a period when the pupils are engaged in silent study under the direction of the teacher. Statistics prove that pupils have been very greatly benefitted in their mastery of content, where systematic work is done along these lines. Many of these plans are to be commended. They are a great improvement over a form of organization which relies entirely upon home study.

The writer contends, however, that Supervised Study has a much broader meaning. It should deal with the activities of the recitation as well as with those of the study period. It is of equal importance also that the pupil should

have a clear understanding of what, why and how he should study. This cannot be accomplished in the silent study period only. Teaching pupils how to study is one of the great purposes of supervised study; hence, the necessity for an organization which will make this possible. The "divided period" plan of Supervised Study is particularly well conceived in this respect because it provides for the activities, not only of the silent study period, but of the recitation and assignment as well.¹

II. The factors involved in study.

If, then, Supervised Study should be largely concerned with the problem of teaching pupils how to study, we shall need to be familiar with the principles involved in study. Educators no longer regard study as dealing only with the power to memorize. Although this factor has its place in study, the complexity of life demands the development of power along much broader lines. Studying involves purposive thinking relative to a definite problem which demands solution. The accomplishment of this end requires the employment of various factors of study which may be grouped as follows:²

THE MAIN FACTORS OF STUDY.

1. The recognition of the problem or project to be considered.
2. Collection of data.
3. Organization of data.

SUPPLEMENTARY FACTORS OF STUDY.

4. Exercise of independent judgment.
5. Application of ideas or facts.
6. Memorizing.

RESULTING FACTOR.

7. Provision for initiative or individuality.

It is impossible to give a detailed analysis of these factors here, but, unless teachers understand the important part they play in the development of right habits of study, there is little likelihood

that accurate standards are being employed for judging "study." This becomes very apparent when teachers are questioned regarding their conception of the meaning of the term.

If we hope to give the children in our public schools a kind of training which will make them self-reliant, efficient members of the social group of which they are a part, the employment of methods which will secure such development is imperative. Consideration of any content, then, should first aim to make the pupils thoroughly conscious of the project requiring solution. This should lead to a careful inventory of present knowledge and ideas relating to the project, in order to determine what is already known. The next step should be the collection of additional information. A variety of sources should be consulted in order to obtain sufficient data. In testing the data collected, organization becomes a strong factor of study. Facts or theories irrelevant to the problem under consideration are eliminated and, if the information still seems insufficient further data are secured. Here we find the factor of independent judgment. This involves the exercise of scientific inquiry, the judicial attitude, or the power to make quick decisions.

Our problem is solved when the application of the ideas and facts which have been collected prove their usefulness in overcoming the difficulty which has been encountered. Memorizing then becomes supplementary to the other factors, but it is acquired as a result of an intelligent understanding rather than of a mechanical absorption. The outgrowth of this kind of study is the development of initiative and individuality upon which the power for self-direction depends. The business world demands the development of this power. The public schools should supply the demand. The activities of the study period alone, however, cannot furnish the supply; hence, the great necessity for the recognition of the fact that supervised study should deal more largely with the manner in which knowledge is acquired rather than the mere acquisition of the content itself.

III. The project method as a means of motivation.

¹See Hall-Quest—"Supervised Study." Macmillan.

²See Dewey—"How We Think" (D. C. Heath), McMurray—"How to Study," (Houghton, Mifflin Co.), Earhart—"Teaching Children to Study," (Houghton, Mifflin Co.)

Some of the chief criticisms of education are that it is too remote from life, that the child seldom sees a reason for the study of a particular subject and that even teachers themselves find difficulty in giving reasons which have any special significance to the child. The project or problem method of teaching is of great value to both teacher and pupil in this respect. This method has long been employed in the study of the sciences. It is none the less adaptable to other subjects, however, if we keep in mind the principles involved in study.

The subject of History deals with facts, but in the consideration of these facts there are limitless possibilities for the employment of the project method of teaching as a means of motivation. Where could a teacher hope to find greater opportunities for vitalizing the subject of History than in the discussion and research resulting from the study of the policies of this and other nations engaged in the great world war? Other issues may be made of as vital importance to children. The subject of tariff, for instance, generally considered difficult and correspondingly uninteresting, may be taught in such a way that the enthusiasm of a class will grow apace. This cannot be done, however, through the listless, indifferent reading of a few brief paragraphs from a single text or the parrot-like repetition of the facts therein listed. It means something far different from this. It means the study of affairs of the present; careful investigation of local conditions and regulations; inquiries made of those who are able to give helpful information; constant study of magazine and of newspaper articles; the collection of clippings, pictures and reports containing valuable data; the access not only to one but to a variety of books,—all for the purpose of solving a problem in which the pupil, himself, has found a real interest. Teaching of this character not only arouses interest. It develops a deeper love for and appreciation of the subject of history because the affairs of the past begin to assume a new and more vital meaning when interpreted in the light of an intelligent understanding of present-day events.

In teaching history through the study of projects or problems, care must be employed in their selection. Questions which may be easily answered are insufficient. Those only are adequate which require special research and investigation. Some problems may need a series of lessons covering a period of a week or longer before sufficient data can be collected to secure a satisfactory solution.

The writer has found, through her own experience, in this method of teaching, that our teaching is vitalized to a much greater degree when we lead the pupils to recognize the need for the study of a certain question and thus secure its statement from them. Interest is much keener and the desire for further investigation greater. At the beginning of this work, it will be helpful to teacher and pupils if the problem for consideration is determined by permitting several pupils to suggest what each considers important in the study of a given topic. Write these on the board as each is given. Then work with the class in order to help them formulate a satisfactory problem from the ones suggested. This will necessitate the elimination of those less important or possibly the combination of several in order to secure one broad enough for careful consideration. A problem stated through a co-operative assignment of this kind arouses far greater enthusiasm upon the part of the child than is secured when the teacher arbitrarily imposes a task to be done.

IV. Lesson types and their value.

It is neither necessary nor advisable to enter into a theoretical discussion of lesson types at this time. In the main they are regarded by teachers as belonging to the realms of theory which can seldom be put into practice. In fact, the writer recalls her own formal introduction to them. They were presented in such an abstract way that they joined the ranks of those innumerable lists of things which were pigeon-holed when an attempt was made to put some of these theories into actual use. It was only after considerable experience as a teacher that their importance as a means of systematic teaching, was realized.

Naturally, a careful study of these types followed.

The "divided period" form of Supervised Study demands the employment of the various types, if teachers desire to do systematic teaching. A carpenter or mason selects his tools according to the work he has to do. Why should not the teacher become as skillful an artisan in his profession by making use of every means at his disposal? We are in this work primarily because we have a great interest in children and are eager to be of service in preparing them to live their lives with greater advantage to themselves and the community. Careless, haphazard teaching will never accomplish this aim. The employment of the various types at a time when they are most needed, insures a systematic method of procedure and prevents waste of time.

Teachers of history need a very broad insight into the use of the various lesson types. At the beginning of a semester, the How to Study Lesson should receive special consideration, since it is through the medium of this type that the teacher shows the pupils how they may best help themselves. It is equally valuable at any time when a special difficulty is encountered.

Few subjects offer better opportunities for the employment of the Socialized Lesson than that of History. Since the aim of this lesson type is to create a social atmosphere in the classroom coordinate with that of life, it means the organization of a class into various committees for the purpose of special investigation and report upon a definite problem; the preparation of work to be presented by pupils chosen by the class as a whole; questions asked, not by the teacher alone, but largely by the pupils of fellow pupils; the delegation of responsibility by providing situations which require the active participation and personal responsibility of every member of the class.

In the same way the inductive, the deductive, the expository, the habituation, the review, the examination lessons, or the lesson for appreciation, all serve a definite purpose if employed at a time when their use will facilitate the teaching of various phases of subject-matter.

V. The preparation of lesson plans.

The recognition of the importance of "Lesson Types" at once involves the consideration of "Lesson Plans." The following are some of the chief benefits derived from a carefully prepared plan: —1. It aids the teacher in the evaluation of the course of study. 2. It insures the accomplishment of a definite amount within a specified time. 3. It provides for the needs arising in a class from day to day. 4. It prevents careless, haphazard teaching. Each of these is fundamental. No one who realizes the responsibilities which the teacher must meet, can fail to recognize the value of lesson plans in systematizing method.

The lesson plan should only be prepared from day to day, rather than for the entire week, as is frequently the case. The daily plan is a much more accurate record of what has been actually accomplished during the week. Better provision is also made for attention to points which are not clear in the preceding lesson. Some problem may present itself during the progress of a given lesson, which may necessitate an entirely different lesson upon the following day than the one which the teacher may have had in mind.

In planning each lesson, the teacher should surround himself with all the aids available, such as course of study, text books, reference books or current magazine or newspaper articles. Then, after carefully considering what has already been accomplished and what still remains to be done, outline the work for the next lesson. The element of time should be kept constantly in mind. In this way only enough to be accomplished in a specified time will be considered. In recording the various things to be done during the period, only the briefest kind of annotation should be made. The value of a lesson plan lies in its conception rather than in the lengthy way in which it might be recorded.

THE ELEMENTS OF SUPERVISED STUDY INVOLVING CONTENT.

The foregoing discussion now leads us to the consideration of those points involving content, which are of vital concern to teachers of history who endeavor

to employ methods of Supervised Study. Although it is true, to a very great extent, that method must depend upon content, it is none the less certain that our policy of considering content of paramount importance has resulted in the frequent exclusion of attention to method. Teachers "well grounded" in subject matter have considered themselves secure. But time has rolled on. Methods have changed, and yet there are some who are still worshipping at the shrine of "Content." For this reason we find the employment of methods long since so obsolete that the pupil cares little for the facts because he finds slight reason for their mastery.

Method and content are, of a necessity, closely inter-related, each depending upon the other for its success. There is no question that teachers must be well informed. One whose knowledge is faulty or even superficial has slight chance of success. But all subject-matter does not have the same degree of importance. The question which naturally arises, then, is—What shall I teach in detail and what shall I teach only in part or possibly even eliminate entirely? The subject of History, viewed from the content side of teaching, demands attention being given to the following points:¹

I. The evaluation of the course of study.

History is a broad subject. The scope of its information extends over a wide field of knowledge. Courses of study made on a maximal basis,—unfortunately the common policy still generally in vogue,—necessitates great discrimination on the part of the teacher in deciding what is of fundamental importance and what may be given minor consideration. Unless teachers make a careful evaluation of the content of the course of study, its presentation becomes a deadening, monotonous practice at the best. When all phases of subject matter receive the same emphasis, there is little wonder that teachers complain that they have no time to teach pupils how to study. Their goal is to "cover the

course," but at what a sacrifice to method and content alike.

Some of the chief requisites in the successful evaluation of any subject matter are:—deep understanding of the subject, a knowledge of educational psychology and a clear vision of the end and aim in teaching a given subject. But granted these requirements have been met, how then may we proceed? The following suggestions may be found helpful:

1. Know the course, prescribed for a given semester, as a whole.

2. Determine the relation of this subject matter to that prescribed for the preceding terms as well as what is to follow.

3. Organize the content to be covered during the semester under several main headings, to be designated as "Units of Instruction."

4. Make a further sub-division by grouping the various topics to be taught under each Unit of Instruction. These sub-divisions may be termed "Units of Recitation." (See Simpson—"Supervised Study in History.")

5. Apportion the time to be devoted during the semester to the subject of History among the various Units of Instruction according to their relative value. Those recognized of greatest importance should receive the greatest proportion of time. In this way a teacher will obtain a more accurate perspective of the course as a whole, and can thus make more adequate provision for its consideration.

In organizing the work of a course into "Units of Recitation" one should not imply that the term means the employment of only a single lesson in the study of a given unit. Some will require more lessons than others. The number of lessons given upon each Unit of Recitation will naturally vary according to the importance attributed to the Unit of Instruction of which the Unit of Recitation is a part.

II. The text book as a factor in the consideration of content.

The study of history furnishes unlimited possibilities for the use of the text book. The references previously made to the evaluation of the course

¹See Hall-Quest—"Supervised Study," and Simpson—"Supervised Study in History," Macmillan.

should have made it particularly obvious that the use of a history text should undergo considerable modification. The text should not be the sole medium of obtaining information. Its contents should not be considered chapter by chapter, page by page, or paragraph by paragraph. It should not be an arbitrary proof of knowledge. Let us regard it as one of a variety of sources, its contents to be studied for the purpose of challenging thought, its facts to be used as a means of stimulating a desire for further research and investigation, its information to be accepted or rejected according to the light it throws upon the problem under consideration.

Teach the children to regard it as an instrument or tool. Instruct them in ways of judging and evaluating its contents. Encourage an attitude of open-minded investigation. (Pupils are usually satisfied to accept the words of the text as final.) Work with them in understanding how to use a book. Make the purpose of various parts of a book perfectly clear. Give consideration to cross-references and foot notes. Reduce the location of references to a mere mechanical skill. Do all of this but much more as well. Aid the pupils to interpret the significance of the great events of the past. Instill within them a finer sense of appreciation of the fact that the great principles for which past generations lived and died are still the great principles for which we live and for which we are willing to die if need be.¹

III. Collateral reading as a means of understanding history.

If our pupils are to acquire a real love and desire for the study of history, it cannot be accomplished through the study of a single text. Provision must be made for access to other material for the purpose of augmenting the information obtained from one or even several texts. The writer has found great enthusiasm and desire for further reading aroused by keeping a supply of reference books upon a table in the classroom and calling the attention of the class to some of

the interesting articles or accounts to be found in them. This list included source material, biography, magazine articles, newspaper clippings and frequently poems or stories carefully chosen, all of which bore some direct relation to the problem under consideration. This material was changed at frequent intervals. Pupils brought books from home, the school and public libraries were visited,—at first by only a few pupils. This number grew rapidly, however, until it was an exceptional case where a great wealth of information was not gained from sources other than the text prescribed. By this means the subject of history began to assume a much more vital meaning to these pupils.

IV. The place of Current Events in the study of history.

Teachers who recognize the importance of linking the teaching of history with the study of present-day problems, will realize the necessity of giving careful consideration to the study of current events. These teachers will find many ways of accomplishing this work.² It can merely be mentioned here. The value of such a study as a means of motivating the study of history is so great that those engaged in teaching history cannot afford to ignore it longer. In fact, let a teacher once utilize topics of present interest as a source of securing problems, the solution of which will demand careful study of past events, and any other method of approach will seem formal and uninteresting indeed.³

V. The consideration of individual differences as a factor in determining content.—The three-fold assignment.

But why give such consideration to the method and content of our teaching? The answer to this question involves the two fundamental purposes or aims of supervised study. The first,—to teach pupils how to study, has already received attention. The second, to provide for the development of individual differences, involves both method and content but

¹For further suggestions upon the text book see Hall-Quest—"The Text Book,—How to Use and Judge It." Macmillan, 1918.

²Read Simpson—"Supervised Study in History," Ch. VIII.

³Read "Tying History to Life," by J. M. Gathany, Outlook, September 11, 1918.

will be briefly discussed here in connection with content.

In the employment of the "divided period" form of Supervised Study, provision is made for a three-fold assignment for study in order to adapt the subject matter under consideration to the ability of the learner. Part I. represents the minimum assignment,—the least amount required of the class as a whole. This must provide for covering the subject matter specified in the course of study for a given semester. It, however, is the maximum amount expected of those pupils in the class recognized as having a limited capacity for the study of history. Such pupils constitute what is known as the "inferior group."

Parts II. and III., the average and maximum assignments, thus afford the teacher an excellent opportunity to supplement and enrich the minimum requirement by providing other ways in which certain pupils may react to the problem under consideration. The use of source material, biography and articles in current periodicals employed for the purpose of special research work by committees or individuals furnishes a wealth of material for this work.

Teachers of history have long been confronted with the problem of adapting subject matter to the varying abilities of the members of a class. In every normal class, no matter how well it is organized, or how carefully the abilities of the pupils have been estimated, we quickly detect a great variation in the reaction of the pupils. Some work very quickly and understand what is presented with comparatively little additional attention or explanation. Others encounter many difficulties in every situation presented. Still others are satisfied with a superficial knowledge and make practically no attempt to investigate or prove a point. The three-fold assignment aims to provide for these individual differences.

THE ELEMENTS OF SUPERVISED STUDY INVOLVING MECHANICAL DETAIL.

I. The division of the class into three groups.

Upon meeting a new class for the first time, it is impossible to make an accu-

rate diagnosis of the true condition in regard to this problem of individual differences. As quickly, however, as the teacher is able to estimate the varying abilities with some degree of accuracy, the class should be divided into three groups: the inferior, average and superior groups. These terms should not be used with the pupils. In fact, there is no necessity of making them feel that any distinctive class grouping exists.

The chief value in this organization is the opportunity it gives the teacher to study the individual child. The minimum assignment should be planned with the inferior group in mind. Pupils belonging to this group, however, should not be prevented from attempting the work of the average assignment or even of the maximum assignment provided they accomplish the amount required within the specified time. They then will be given further incentive for effort. The majority of the class will cover the average assignment while the maximum assignment will only be accomplished by the brightest, most capable pupils of the class. By this plan, provision is made for each pupil to work at his own rate of speed or even to increase his speed. Changes should be made from one group to another as quickly as pupils demonstrate their ability to accomplish the work provided for the group for which they are best fitted.

II. The parts of the "divided period."

This form of Supervised Study deals with three distinctive activities during a given period. They are the Review, the Assignment and the Study of the Assignment. The Review constitutes the first part and takes the place of the former Recitation which, according to this plan, receives only a proportionate amount of the time of the entire period. The Assignment is the time when the pupils are made conscious of their problem for consideration. During this time the work is done in a co-operative manner, explanations are made, data located and pupils are given specific directions concerning what and how to study. The Study of the Assignment has been discussed in considering the three-fold assignment. This should be a silent period when the

teacher may give individual help wherever it is necessary.

III. The function of a time schedule.

The writer has found great advantage in the employment of a time schedule as a means of facilitating the planning as well as the conduct of the lesson itself. This may be briefly written upon the board showing the proportionate allotment of time for each division of the period. It should not be inferred, however, that this time division must be uniform. The Review may necessitate a longer portion of the time in some lessons than in others. The same will be true of the Assignment and Study of the Assignment. This should largely be controlled by the aim of the lesson itself.

The purpose of the time schedule should be self-evident. Its special advantage is to insure due consideration being given to each part of the lesson. The appointment of a pupil to act as time-keeper adds interest and relieves the teacher of a responsibility which the pupils are only too eager to assume.

IV. A time for verification.

The employment of a brief time at the close of the period for the purpose of "checking up" the results of the lesson has also proved of particular value. The writer gives this the term "Verification." During this time, (five minutes

or even less is sufficient) the number of pupils completing each part of the three-fold assignment should be determined, as well as special difficulties located. It is not a time for the recitation of facts but merely to help impress some point or to locate the special things which should be given careful consideration during the Review upon the following day.

Here then are some of the vital points for consideration in the application of this form of Supervised Study to the teaching of history. They have been discussed at considerable length because of the writer's desire to be of service in helping those who have found little comfort or satisfaction in the results obtained from former methods of teaching the subject.

Great re-adjustments are at hand. Existing conditions demand various changes and improvements. Let us not hesitate, therefore, to undertake what we find to do. Past experiences will guide us in avoiding that which is false or superficial. Enthusiasm combined with unbounded faith in the strength of our "schools of to-morrow" will cheer us along the way. Let us, then, persevere in our efforts to build up a more substantial educational structure, one which will withstand the strain and pressure of life's constantly varying problems.

THE SUPERVISION OF ENGLISH IN THE ELEMENTARY SCHOOLS

Supt. Elmer S. Redman, Port Chester

STUDY of the English classics is important to culture the taste and to furnish models for correct English, but this study alone does not furnish a mastery of that English which he must constantly use and apply in his business and social relations. We must aim at a mastery of the technical forms of English such as sentence structure, paragraphing, punctuation, spelling, etc., and satisfactory progress along these lines is to be obtained only by thorough drill in teaching, and in sufficient practice.

Pupils should have daily practice in speaking and in writing English. The work required should neither be long nor difficult. It should include such definite drill in sentence structure and in paragraph writing as will secure for the pupil a constantly increasing control of English idiom, and the correct observance of the technical phases of English writing and of English grammar.

When English grammar is taught as the means to an end and not the end, these technical grammatical forms common to every-day English may glow with

interest and be easily mastered through drill and practice. Without English grammar there may be a great deal of content without ability or knowledge to correctly express one's idea in grammatical English.

The teacher should constantly observe the language of the children and make notes of habitual errors. When an error is heard, let her write the corresponding correct form upon the board and drill upon it. For example, someone will say, "It is him." Write upon the board and drill thoroughly upon the expression, "It is he." Let such sentences as:

It is I.

It is they.

Who has the knife?

I have a knife.

May I leave the room?

I have a dime.

May I sit at the desk?

May I lie down?

John has the mumps.

We saw him.

He did it.

and many others of similar nature be written upon the board and left there for daily drill for a week or two as incorrect forms are heard. This is very important and should be continually practised. Be careful, however, to place the emphasis upon the correct form—what the child ought to say rather than upon the incorrect form which he is to avoid. Place no incorrect English before children. Unfortunately they will hear and see enough outside of the school room.

ENGLISH WORK FOR PRIMARY GRADES.

I. Presentation.

1. The matter should be presented by the teacher in the form of a story—no books being used in the class. Before giving the lesson the teacher should know that she has the lesson thoroughly in mind.

- (a) Let every story be childlike, that is, simple and full of fancy.
- (b) Form morals by introducing persons who will call out a moral judgment of approval or disapproval.
- (c) Be instructive and lead to thoughtful discussions of society and nature.

- (d) Be of permanent value, inviting to a re-perusal.
- (e) Be a connected whole, so as to work a deeper influence and become the source of a many-sided interest.

2. The teacher should acquire a vivid style of narrating, bringing in wherever possible by questions and suggestions, previous experiences of the children.

3. Questions should be asked during the presentation which will lead the children to express their thoughts in regard to further development of the story.

4. Use illustrative material during the narration. Natural objects, mouldings in sand, rough rapid sketching, pictures, material from the countries studied, all help to add interest in the work.

5. Poems or bits of prose which are related to the story should be often introduced into the work. These should be read to the pupils, and, sometimes, memorized. Portions of the original from which the story is selected are often treated in the same way. For example, use passages from "Hiawatha" in connection with that work. The children in this connection often appreciate that which seems much beyond them.

II. Reproduction.

1. After a part of the matter has been presented, ask a pupil to stand before the class and reproduce what has been given. Great care should be taken not to present too much matter before calling for a reproduction.

2. After the story has been well told, the teacher should let the child tell the story without assistance. Do not pump the child for the reproduction.

3. Briefly correct any mistakes in the use of language which occur when the child tells the story, but be careful to make your criticisms constructive, not destructive of interest.

4. After the pupil's work is completed, still further explain any part of the story which seems hazy, or incorrect, or allow the other pupils to correct any misconceptions which the reproduction has shown.

5. There should usually be two or three reproductions, allowing possibly, one of the readier pupils first to give the

story. This reproduction should not be satisfactory until the pupils can stand and give a clear, thorough account of the story. Work for the language; not for the facts of the story. Do not follow set models. Let each child tell his own story. Let every child have a part.

6. Before new material is taken up on the following day, the teacher should call for a summary of the story as far as it has been given, thus constantly uniting the various parts into a connected whole.

7. Opportunity should be given to the pupils to express the story in various ways. Some of the work may be done as Busy Work, in connection with other studies.

8. The natural forms of expression are gesture, pantomime, play, writing, drawing, painting, construction of any sort, and language. These forms should be employed in the child's reproduction of the various parts of the story with the emphasis in the lower grades upon pantomime, play and dramatization.

The following outline of work to be used in connection with the language work, will be found very helpful in arousing ideas:

I. Modeling in sand or clay.

Have the children create, construct and build representations of the stories told; in the Three Bears, Hiawatha, Robinson Crusoe, etc. Let this work be the child's idea of the story, what it represents to him. Use clay for representing objects requiring three dimensions; or in relief; for models of huts, houses, utensils, models of animals, etc.

II. Weaving.

Have the pupils in the study of primitive people, construct mats, rugs, hats and various articles used from raffia.

III. Construction.

Let the pupils make articles illustrating the ideas gained from regular lessons in history and literature; as, the homes and occupations of primitive people studied, weapons, utensils, modes of travel and inventions.

IV. Painting.

Represent either in crayola, pencil, crayon, ink or water color those phases of life requiring color.

V. Paper Cutting.

Have pupils cut free hand articles described in the story. Let the best of these articles be mounted to illustrate the story in its logical sequence.

VI. Drawing.

With brush or pencil illustrate the story, or parts of it.

VII. Pictures.

Encourage children to collect pictures illustrating the home life, manners and customs of the people studied. Mount pictures and exhibit them in the school room where all can become familiar with them.

VIII. Oral work and dramatization.

Emphasize the oral work. Include dramatization with the emphasis upon speaking or oral parts rather than upon action.

IX. Written work.

Encourage the child in all oral description and reproduction to separate what he has to say into natural parts. In this way the regarded difficulty of paragraphing will be made easy. Paragraphing depends upon the division of thought. After the child has formed this habit, it will be easy in the written expression to teach him to indent the beginning of each new part or paragraph.

In all written work require from the first lesson that the papers present a neat appearance; that the spelling, punctuation, and use of capitals be correct, and that the penmanship be the best possible. These are mechanical details and must be perfect. Make much of letter writing.

The following outline is suggested:

FIRST GRADE

September—The Three Bears.

October—The Ginger Bread Boy.

November—The Lion and the Mouse.
Why the Evergreens Keep Their Leaves.

December—The Story of Piccola.

January—Little Half Chick.

February—Red Riding Hood.

March—The Town Musicians.

April—The Three Little Pigs.

May and June—How the Robin Got His Red Breast. His Home, Children, Food, Enemies, Work, etc.

SECOND GRADE

September—Cinderella.
October—Thé Pied Piper.
November—The Pilgrims.
December—Little Gottlieb.
January—Child Life Among the Esquimos.
February—The Story of Washington.
March—Child Life in Holland.
April and May—Child Life in Japan.
The Tongue-Cut Sparrow.
June—Child Life in the Country; Homes, Schools, Pets; Gardens, Sugar Making, Farms, etc.

THIRD GRADE

September and October—Hiawatha.
Indian Life.
November—Child Life Among the Pilgrims in America.

December—Child Life in Palestine and on the Desert.

January—Child Life in Switzerland.
February—The Childhood of Lincoln.
March—Robinson Crusoe.
April—Robinson Crusoe—(continued)
May—Child Life in Egypt—Joseph and Moses.
June—Follow the work suggested by the State Syllabus, giving special attention to writing stories already given.

FOURTH GRADE

The Story of King Arthur and His Knights.

Observe general suggestions in preceding pages concerning Presentations, Reproduction and Paragraphing. Give particular attention to the Dictation and Reproduction lessons of the text book. Strive to create and maintain interest.

PHYSICAL EDUCATION IN RURAL SCHOOLS

Laurance S. Hill, Director Physical Education, Public Schools, Albany

PHYSICAL education in rural schools is a problem that has not yet been satisfactorily solved. It is a problem that presents several angles. We must determine the needs not alone of the boys and girls of the rural schools but also the needs of the rural communities in a physical, moral and social way. We must determine what physical education should include and how to inaugurate and organize its various phases.

There has been rather consistent opposition to physical education in the rural communities. Judging from the testimony of several district superintendents and many teachers of rural schools and from our own experience in New York State, we must conclude that opposition to this so-called "fad" has its beginning in several facts. First, it involves the expenditure of money. This has been our experience in the solution of most problems as well as in the accomplishment of most aims. The problem is indeed difficult of solution when communities come to value money more highly than they do activities that make for greater social, moral and physical efficiency. It is easy to measure the value of tangible things, but difficult to esti-

mate the growth in education, refinement and culture on the part of the child. This is the reason why people generally are willing to spend money in those things the results of which are apparent at once and measurable in dollars and cents, but hesitate and often refuse to give to their own community those things which are necessary for the fullest development of the boys and girls.

Another reason for opposition to physical education in the rural schools is that the people of these communities do not realize the value of this phase of education. They do not appreciate the need for a well-organized health programme. They haven't the right conception of what it is, what it includes and what it should accomplish. The feeling is general that they are getting all the physical education they need in their daily labors. They point with complacency to the fact that they have all the fresh air there is, regardless of the need that city folk may feel; the city people may need physical education,—not they. They do not know the corrections necessary for occupational defects, the physical need of social life, and of that type of activity which will diminish the exag-

gerated awkwardness of the country lad. Here, too, the rural school-teacher is apparently lost. She is apt to know nothing or very little about physical education and health education. She takes a very small part in the affairs of the community. She has not made herself felt in the life of the child out of the school. The teaching of physical training seems but to add one more burden to the many she is already carrying. She is not capable of giving a good account of herself in the health education of the child. She therefore is opposed to it. Not the least of all causes for opposition is that in many of those districts where physical training has already been inaugurated the instructors supervising the work have not been properly trained. Their knowledge of physical education is limited. Is it not just possible that this last-mentioned fact may in some degree be attributed to the systems of physical training common in various institutions of learning throughout the country in which the supervisor, perchance, has learned gymnastics but missed the mark in physical education? From some of these institutions one gets the notion that athletics is physical training, or calisthenics is physical training, and that these activities comprise all there is to physical training. The institutions themselves seem to have the idea that they are promoting physical training, for upon investigation we find published in their catalogues the statement that they have courses in physical culture and naturally we find the students going out from these institutions to promote the same type of education. With such conditions it is little wonder that we find opposition to physical training as a part of the school curriculum.

Now what can we do to overcome this opposition? We must go slowly. We may give entertainments, play and athletic festivals with as many children taking part as is possible. This is the best means of popularizing the work I know of. At these festivals offer games or events suitable for adults, especially those activities that bring back fond memories. Don't lose an opportunity of

getting the parents to the school or playground to inspect the work.

I have received many reports from rural school supervisors of physical training concerning the difficult task of winning the support of teachers, parents, and trustees. In every instance where festivals or physical training demonstrations have been given these supervisors and their superintendents have been enthusiastic over the support of the community won for the work as a direct result of these demonstrations. People will listen to talks on various health topics and become enthusiastic supporters of a health programme once they are won over to what physical education means. You must show them what they are getting for their money.

The most vital factor in the physical education programme is after all the teacher and the supervisor. People of proper training, of faculty for the work, with enthusiastic interest, and with a vision of the possibilities of the work and opportunity for service will do more to develop wholesome recreational and civic activities than any other possible agency. They will popularize this training in the rural communities and wipe out the opposition to it.

And now we must determine the needs of the boys and girls of the rural schools and of the rural communities. These must necessarily be stated in general terms. In the first place healthful and attractive surroundings are essential to the physical, mental, social and moral welfare of the children and to the life of the community. Instruction in personal hygiene and sanitation of the schoolroom and yard is needed, and in order not to blush with embarrassment and to teach effectively, hygienic and sanitary conditions must exist, beginning with the teacher and the buildings. It is useless to preach if preaching is all we do. It is absolutely necessary for the boys and girls to learn these laws of health through observation and practice. Attention must be called to them of course. Morning inspection of pupils, room, buildings and yard must be conducted. These must be followed up by visits to the home to see that instructions are carried out.

School life is a severe nervous strain if the child is expected to always observe proper decorum and to sit still for long periods. We are fighting nature if we compel the child to do this. On the other hand school life will not become a nervous strain if sufficient periods are given for relaxation and physical exercise. Inhibition is one of the needs of the child, but all inhibition and no relaxation makes of the child a nervous wreck. It is not a question of whether the school programme affords time for this relaxation through activity, it is a matter of changing our school programme if necessary to meet the needs of the child. We are beginning to get away from the obsolete idea of fitting the child to our system of education. In the rural communities, this idea makes way very slowly. In making our education satisfy the needs of the child the first need which appears is his physical need.

Traditional school life has a harmful effect upon the normal posture of the body, and poor posture in turn works great havoc with the health of the child because of the crowding of the vital organs of the body. Muscular weakness, fatigue and the occupations of rural life are common factors of bad posture. The rapid growth of children which saps the power and efficiency of the muscles, the excessive fatigue of supporting muscles which results from hard labor, and long periods of sitting and standing are other common causes of bad posture. The need of postural exercise is apparent. The natural tendency to avoid the fatigue of holding one fixed position is one cause of the restlessness of children.

Rhythm and grace of movement is a need of the child. Observe how one moves, walks, and talks and you will learn a great deal about him. The habitual rhythm of motion is fundamental for full intellectual development. There is a profound and close relationship between our muscle habits and thinking. The rural child is conspicuously wanting in spontaneous graceful movements. We know, now, enough about the developments of children and adolescents to know that the powers of activity are always developed before the powers of

control. A great many people live and die undeveloped. They have no control. No phase of our education can train the individual in this respect quite as well as can games, athletics, rhythmic exercises, exercises to response commands, and other branches of physical training. Nowhere will boys and girls receive this type of training if not during the years of school life.

The children of the soil need physical, mental and moral courage. Exercises and games which require nerve, daring, courage and skill should be given. Through the appointment of leaders the individuals acquire confidence in themselves and the ability to lead others. They will acquire the ability to stand defeat as gracefully as victory, recognition of the rights of others, co-operation, self-subordination for the good of the majority, and leadership through team games and athletics. These rural children need, perhaps more than any other one thing, the social aspect of these games and contests. Rural communities must have more wholesome social life. There is a dire need for social centers in the country. Entertainments, festivals, and community "sings" will do more to bring our country brothers out of their shells than any type of activity yet observed, and the vehicle for inaugurating these social gatherings is the supervisor of physical training, who must act as a general community leader.

We must give these children something they can use when through school as well as develop them while in school. We must develop the habit of wholesome exercise for after school life.

Activities that develop health, strength, intelligence and character must be given in order to give the rural children the fullest measure of physical education. Those activities are manifold. They should be utilized during frequent periods in the school programme, during recess and after school. Directed play is needed for the rural children far more than for their city cousins.

To sum up these needs we may say that the rural child requires a special type of activity. It is useless to preach morality, self-control, recognition of the rights of others, altruism, self-confi-

dence, determination, loyalty, co-operation, courage, skill, and a host of other attributes which the individual should acquire in school, if mere preaching is all that is attempted. It is necessary to give the individual opportunity to learn these valuable lessons for himself, and this he can do through normal directed activity better than he can in any other way. Children need activity intended to promote health, and body as well as moral discipline; activities for the health and happiness of all boys and girls at the same time as the mental and moral training. They need to realize the obligations to the society in which they live, and to have a readiness of spirit and body to meet those obligations in daily life. They need to be made conscious of the fact that it is not for themselves alone that they sing patriotic songs, perform daily drills, play games and undergo health examinations, but for themselves as happier, healthier, more efficient members of the community in which they live.

Space should be provided to serve not only for the drills, plays, games, competitions and the like but also for entertainments and community gatherings.

In order to inaugurate a programme of this character it is necessary that each community should have a general community leader. Whatever the future may develop in bringing this need to a practical realization in terms of specific organization, for the present, at least, this work must be done by the local leader of physical education. Now the usual instruction afforded by the majority of courses in physical education fails properly to equip its product with the necessary training. The physical director in a rural community, to be able properly to work out this programme, must have a very definite and concrete notion of personal and school hygiene, health and sanitary inspections, inspection for signs of abnormality, and injury or illness, for conditions which call for immediate attention on the part of the teacher, and for signs of disordered health for which children should be kept at home; for conditions productive of bodily deformity, posture, and the like; of the detection of defective sight and hearing; of

the organization and duties of health officers and pupil sanitary inspectors; she must have a very definite and concrete notion of physical training, including calisthenics, athletics, games, dancing, swimming, etc., and all those terms imply, and the practical conduct and organization of these various phases of physical training into a rational health programme; she must have a very definite and concrete notion of the nature and function of play, of child nature, of festivals and entertainments for old and young, of the social center or community center; and she must have a vision of the service and duties of a general community leader as well as a technical knowledge of her subject.

I wish I had time to elaborate on the training of a so-called general community leader. At Cornell University we have made a special study of the needs of the rural boys and girls and of the rural communities. A Division of Physical Education in the Rural Education Department of the Summer Session of the College of Agriculture has been organized for the purpose of training teachers of physical education as general community leaders for the rural districts. Besides the general training courses for physical directorships, special emphasis is made on personal hygiene and school hygiene and school inspection, physical diagnosis, first aid and home nursing, with opportunities for hospital practice for the training in the duties of the rural school nurse; games, athletics and folk dancing with special reference to organized, directed rural recreation; psychology and child study, rural leadership and administration and rural sociology; and the practical organization and conduct of a department of entertainments, demonstrations, festivals and pageants. We feel that teachers with faculty for the work, with enthusiastic interest and such training will solve the health problem in the rural districts of New York State.

The oft-repeated assertion—that the rural communities are the basic social organization upon which rests the stability of the nation—still holds true. A proper conception, therefore, of rural physical

education, is a fundamental educational necessity if a definite programme of development is needed. An adequately trained personnel to put this programme in operation is the first step in this direction. In some of the states, this idea is already taking definite form in legislation and in educational organizations.

A nation-wide movement to this end is indicated for the near future. This body can do no more constructive service for the general advancement of physical education in America than by a sane and enthusiastic support of that important phase of physical education so urgently needed in rural communities.

WAR SERVICE OF THE NEW YORK HIGH SCHOOL LIBRARIES

Katharine M. Christopher, Julia Richman High School, New York City

RECENTLY I read the following story: Mark Twain, in his early days, was editor of a Missouri newspaper, and a superstitious subscriber wrote to him that he had found a spider wrapped up in his weekly paper, and asked him whether this portended good luck or bad. The humorist wrote him this answer and printed it:

"Old subscriber: Finding a spider in your paper was neither good luck nor bad luck for you. The spider was merely looking over our paper to see which merchant is not advertising, so that he can go to that store, spin his web across the door and lead a life of undisturbed peace ever afterward."

Mark Twain's statement seems to me to typify my idea in writing this paper, which is to advertise, or bring before you, some of the phases of school library activity in connection with the war. This conflict has been such a great upheaval that it has actively affected every type of life. Where could its influence be greater than in the school library which has become the very woof and fiber of the school since it is the student's working laboratory for individual investigation?

This paper, which I presented at the May meeting of the New York Library Club, and augmented with new material collected this fall, is limited to the war work of the New York City public school libraries.

The response to the questionnaire which was sent to the libraries was most interesting, for it showed diversified lines of thought and activity in all the schools. Stimulating work was done mainly along the following lines:

1. Teaching patriotism by emphasizing and building up the historic background of democratic principles and a proper appreciation of American ideals. This was done through the study of historical documents, maps, biographies, and famous speeches, both past and contemporary.

2. Americanization. It is not infrequent to hear a student of foreign parentage say, "I understand why we are in this war, but how can I convince my parents?" Here is the opportunity for the librarian to do vital work, for the kindled spontaneity and interest of the student will reach out to the home, and proper printed matter explained by the child will help to deepen the understanding of the foreign born parent.

3. Broadening the vision of the student body by arousing interest in all forms of war service, as Liberty Loan, Thrift Stamps, Red Cross, etc.

The three methods generally pursued by the libraries in carrying out these principles are: collecting and arranging library war material, arousing pupils' interest in war service and reading, encouraging student contributions to soldier and sailor libraries.

COLLECTING AND ARRANGING LIBRARY WAR MATERIAL.

Clippings.

History is being made so rapidly at present that clippings from daily newspapers and magazines form the main source of information. Also the famous contemporary speeches, when clipped from the daily newspapers furnish valuable reference material. Julia Richman High School students are making a collec-

tion on the "Rehabilitation of Soldiers" which grew out of class interest in the study of Helen Keller's life, and this same school has on file current war poetry which is clipped, mounted on cards and circulated for class use. One class has "General Information Day" when each student brings in a war term or reference with which she is unfamiliar and the clipping file is then most popular. Girls High School has clippings of war measures of congress arranged in vertical file with reference in the catalogue, under congress U. S. to all important bills.

Pamphlets.

Most school libraries use the "Farmers' Bulletins," and the pamphlets published by the "National Security League" and the "American Defence Society." The Boys High School has secured from the Committee on Public Information about 1,000 pamphlets which are for the use of German, Spanish, English and History classes. The English classes used President Wilson's "Flag Day Address" and "How the War Came to America" for intensive study in connection with the study of Burke's speech on Conciliation, and enough copies were put in binders and circulated for class use. The "Prose and Poetry of the World War," published by the committee on Public Information, is in great demand in most libraries. Some schools use Commerce Reports, which give the daily war trade reports, and furnish information for Commercial Geography classes. A recent number contained an article on "Foreign Language in England and United States" which was used in French classes to show importance of foreign language study in connection with trade conditions during the war.

The following pamphlets which were recently sent to the Julia Richman High School by George H. Doran Co., New York City, promise to be valuable for reference use:

P. T. Forsyth, The roots of a world commonwealth.

Viscount Grey, The league of nations.

Prince Lichnowsky, My mission to London, 1912-1914.

R. J. Campbell, A letter to an American friend.

Walter Raleigh, Some gains of the war.

Charles A. McCurdy, A clean peace.

A. E. Zimmern, The economic weapon in war against Germany.

Pictures.

The Boys High School received from the French government eighty official war pictures and seven posters, including the important men of the war, aeroplane service, etc., which was used by History and English classes. This school has made use of some very interesting screens, which are "19 by 58," in four sections, and are covered with green burlap on both sides, with a backing around the frame of two inches of soft wood, so that thumb tacks can be easily inserted. On these screens were mounted complete sections of the pictorial section of the New York Times, and other newspapers which gave prominence to the war conditions. The boys of the school were very much interested in this collection, and of course it could be changed each week, and new features added.

Some schools have collected war cartoons which are mounted and used in teaching newspaper and magazine work. Other schools keep on file pictorial section of the New York Times and leading papers for permanent reference collection. Another high school reports a collection of Alsace postals and some original drawings supplied by the French government. Wadleigh High School reports a collection of four hundred mounted war pictures.

Posters.

The food and liberty loan posters have been used in various ways. In the Boys High School they were mounted and hung about the balcony and were used by the English classes for compositions in description. In the Julia Richman High School they were used by the typewriting teachers to illustrate placing and centering.

Scrap Books.

Boys High School have started a memorabilia of their alumni and teachers who are serving in the war. This fascinating book includes letters, clippings, photographs, and miscellaneous material of their war heroes. A letter

from one of the faculty stated that at Chateau Thierry the soldiers were without food for three days and without sleep much longer. This book will be a vital lesson in patriotism and unselfish service to the boys, and a priceless treasure to the school.

AROUSING PUPILS' INTEREST IN WAR SERVICE AND READING.

Bulletin Boards.

Two schools reported French bulletin on which were posted the letters and photographs of the French orphans adopted by the school, postals of French cities where American soldiers spent their furloughs, etc. Washington Irving High School has a Currents Events bulletin by means of which the students can easily visualize the main events of the day.

War Table.

The Brooklyn Training School for Teachers has a War Table on which is assembled representative war material and a reference is made to where additional information may be found. Pamphlets, articles from magazines, clippings from the daily newspapers are filed in manila envelopes and are arranged in alphabetic order, thus forming a subject catalogue. The envelopes containing Philip Gibbs and Frank Simonds articles are used by English classes to illustrate description and narration. On this same table were placed war books both prose and poetry. War pictures were classified and mounted on dark brown art paper. This material was an inexpensive source of information, for four minute speeches which were given twice a week in the library by both students and teachers on war subjects.

Reserve Shelves.

Some libraries have stimulated interest by special shelves marked "Why we are at war" which include books on citizenship, pamphlets, new war books, poetry, etc. Washington Irving has near the window seat, a collection of war poetry labeled "Read while you wait."

War Plays and Pictures are called to the attention of students by means of short talks in the library in the Girls High School and lists of important lec-

tures and motion pictures were posted on the bulletin board, as:

1. Gerard's, My four years in Germany.
2. Madame Huard's lecture.
3. Masefield's farewell at Aeolian Hall, etc.

Reading Lists.

Several schools posted in lunch rooms and corridors a list of war books and other interesting items connected with the war.

Liberty Loan Drives.

All the schools participated in this activity and the daily record was posted in a conspicuous place in the library. Reading lists referred to the literature in the library, both pamphlets and clippings. This was the source of information for daily speeches made in assembly by students and teachers.

Most schools had some unique organization for carrying out their plan for gaining subscriptions. In at least one school, Bay Ridge, the librarian was a member of the war council. The Julia Richman with which I am most familiar used the following: The school consists of the main building and six annexes, so the plan of military organization was used to merge the school together in its common activity. A general was in charge of the united work and a colonel in each annex. Two teams were organized in each annex, the Reds and the Blues with a major at the head of each, and each class headed by its own captains was assigned to either the Red or Blue team. By this organization competition between classes as well as competition between the two teams in each annex was kept. Thermometers were used in various ways to indicate relative standing of classes, teams and annexes.

In the second and third liberty bond campaigns the Julia Richman led the United States in amount of subscriptions which were respectively \$1,356,000 and \$2,199,000, and in the fourth campaign De Witt Clinton headed the New York City school list with \$1,373,350.

Red Cross Work.

Girls High School library was turned from three to five each day into a Red Cross workshop where surgical dressings

were made. Several libraries, after school hours, were used for classes in knitting.

War Map.

Washington Irving has a war map which is kept up to date each day with colored pins and the proper flags of the allies. One of the students said that the openings made by removing the pins represented shell holes.

STUDENT CONTRIBUTION TO SOLDIER AND SAILOR LIBRARIES.

The schools responded very generously to the appeal in the book drive during the last school year. But in many cases the collection was not under the librarian's supervision, so the following figures represent not the entire donations from New York City Schools, but only the collections made by school libraries. Money collected was \$1,586 of which the Boys High School contributed \$478, books collected 8,450 volumes and 6,815 magazines.

Scrap Books.

350 scrap books, made for soldiers' and sailors' hospitals were contributed by students in the libraries under librarians' supervision of which Bay Ridge High School made 50. The Brooklyn Training School for Teachers contributed 300 scrap books and 400 story holders.

The library clubs conducted by the librarians in the Girls High School and Julia Richman are concentrating on war work this year and are making scrap books for soldiers' and sailors' hospitals, and are collecting stories which will be bound in Gaylord binders for circulation. There are made attractive by pasting pictures on covers and over advertisements in the printed matter.

From Morris High School and Julia Richman teams of pupils worked at pasting labels in the war library at 42nd Street and Fifth Avenue.

In these various ways the High School Library is fulfilling the popular slogan "Carry on."

THE VALUE OF STORY-TELLING IN DEVELOPING EMOTIONAL RESPONSE

Mabel Rivers Schuler, New York City

IT is a matter of common knowledge to every one who reads in public that, in order to stir the minds and hearts of others, continual growth in the power of seeing and interpreting life is essential to a more sympathetic understanding of joy, sorrow and all emotion that has contributed in making life and art as they exist to-day. For only by means of personal observation, experience and imagination can we hope to have our emotions true to life and awaken response in the audience. The idea to be expressed must be grasped, enriched, made alive and thus create a definite emotional response in the speaker before impression may be made on the hearer. Those familiar with Dr. Curry's books recognize this as one of his cardinal principles.

When we realize that our own emotional response depends upon the educational training, experience, environment and quality of mind, should not this

knowledge "give us pause" in choosing material to present to an audience, and should it not stimulate us to store our minds with the truths that are our inheritance, that we may gain wisdom for real interpretation of literature? How can adequate expression be given when mental associations are poor and imagery feeble, no enrichment attending the thought? Attempts to obtain emotional response through vocal and pantomimic technique, discussion of the theme, etc., often end in merely a declamatory endeavor, unreal and useless.

What course should the reader follow when, through constant use of certain forms of literature, the pictures fail in response and emotions stale, losing their grip?

I wish to bring before your attention the value of story-telling as a help in revitalizing emotional response, also, as a means of deepening and enriching emotional life. I do not refer to the

modern story, cut in such a way as to give a maximum of characterization to be impersonated by the reader. This may be done so as to please and serve its purpose. I wish, rather, to speak of that great body of racial stories that have gathered truths from all peoples in all times, whose importance is recognized by the schools and periods given to them throughout the grades that they may serve as a basis for the child's future study of literature, science and art. And fortunate indeed are those who store away these priceless gems in childhood!

The grade teacher may not be a born or a trained story-teller but if the story is a good one, it takes root on its own account. And it is in this power of taking hold that its great strength lies. Plot and action grip the mind and the truth of beauty, goodness, daring, love, hope, and faith sink into the consciousness of teller and hearer. In this story form purpose hits its mark, where history often fails. Because of the undying essence of truth embodied, a great wealth of folk and fairy tale, myth, legend and epic lives on and on, accessible in every public or college library so that it is not difficult, with interest and a little research to select types of the well constructed and tellable story to suit the age and personnel of any audience. When the right story is found it should be read over and over and absorbed rather than memorized, with the exception of certain paragraphs and sentences, which because of fitness and beauty of language should be preserved without change. This method will prove of greater benefit to the teller than a verbatim rendition, for a deeper knowledge and love of the story is necessary, if it is to go smoothly, and out of this understanding a surer emotional response comes.

A review of fairy and adventure tales loved as a child by you, and retold again to children now, proves very stimulating. You may discover that the old, childish delight and wonder in the tale may have sown a deeper seed which your maturer vision may now interpret. For instance, a personal experience may illustrate this point. When a very small child I used to bring out my old "Jack and the Bean-

stalk" book whenever a certain visitor came to our house and the minute an opportunity arose I would draw my chair close to his and sit very quietly while he read in a sonorous voice of the wonderful vine and Jack's experience in climbing up. It thrilled me as new marvels unfolded and as I look back now, I think, perhaps, my love of travel, with its new scenes and possibilities, that lured me on long journeys at an early age and took me when a young girl from a far Southern town to Boston, may have received its impulse from Jack and the Wonderful Beanstalk.

Many fairy tales are by no means limited to children as they contain a universal appeal making clear to all minds the magic of the unseen; thrilling the imagination with a refreshing sense of wonder, awe, beauty, ambition and romance; dispelling the taint of materialism and leading, as Lowell says, "To the realm of might be, our haven from the shortcomings and disillusion of life."

Of great significance is the fact that the teller of the tale is lost sight of, and it is the story that works the magic touch. The personality of the speaker is in the background and in no way interferes with the thought presented. In the common interest of the story a close relationship of speaker and listener is established, reinforcing the confidence of the speaker in his own ability, and resulting in such poise that self-consciousness fails to gain a victim. Through this freedom a natural response to emotion follows. The reader may now turn to such poems as the Eve of St. Agnes, Kubla Khan, Christabel and The Cloud—and in reading them aloud or to listeners observe a new gain in imagery, make believe, romance and love of beauty as this wealth of verse carries us easily back into our familiar fairy-land.

Through the telling of fairy-tales to the young children, myths, adventure and epic stories to the older boys and girls and grown ups we will surely deepen and widen the gamut of our emotions. For in retelling a story you have thoroughly absorbed, the images spring vividly to the mind, choice of words becomes a more vital thing and emotional response a natural outgrowth as you accomplish

your purpose of making the listeners tremble as the "ghost floats out of the window," causing them to grow sad as "the lovely princess" dies, or to laugh at certain mistaken endeavors of people working at cross purposes.

One has only to be ready with a good story to find an audience. Why not try it at home or wherever you are making your home? There was a time when the members of the family, at least during their young days, sat around the lamp, reading and discussing what was read, but modern strenuous and complicated life has made this an almost unheard of thing. Commercialism has claimed us to such an extent that the evening must be used in a frantic effort to prepare for the immediate demands of the morrow or else relaxation in the theater, movies, or club is sought, so here at home may be an opportunity for us or our pupils to put forth the best effort in telling stories. Interest in the tale, in words, imagery, life and things will encourage further endeavor in story telling. Also, the library club, neighborhood club, Sunday school and Settlement will furnish an outlet for you and your pupils to gain more power in this art of story telling and together with this power a spiritual growth will come that always follows the passing on of a beautiful worth-while truth that adds beauty to the lives of others.

It may occur to some of you that the reading and telling of stories in any systematic way belongs to academic instruction and the reader, having passed beyond this, must reap in other fields. Indeed this training does belong to the grades, high school and college, but must not stop there. The mind is fertile only in proportion as it grasps the allusions to story and myth, found everywhere in literature; and through association with other ideas, interprets not only literature, but life itself. However, there is the danger of the academic instructor becoming didactic and the story under consideration losing its charm. Brown-ing, says in *Paracelsus*,

"And men have oft grown old among
their books

To die, case hardened in their ignorance.

While, contrary, it has chanced some idle
day

That autumn loiterers just as fancy free
As midges in the sun, have oft given vent
to truth."

It is for us to awaken, through an enriched expression, the seeing heart of the autumn loiterer. In studying Mrs. Browning's thought gem,

"Earth's crammed with heaven and every
common bush afire with God,

But only he who sees takes off his shoes," I was amazed to find not one of a class of adults aware of the allusion to Moses and the burning bush. What poverty indeed! What dearth of fancy and of dreams when a child is robbed of Bible stories in his youth! This woeful ignorance was an indictment against the entire class but they realized what they have missed and were eager to read and tell other stories which had not been their possession while growing up. It is through stories like these that we come to recognize the real in literature and in their teachings find a haven in some crises of our lives.

May we not tell stories now to groups of boys and girls that shall awaken in them a new sense of citizenship and loyalty?

Can we not make our work count for greater service in the community, by selecting and telling certain stories, that will aid in the better Americanization of scores of our foreign born? And in turn, may we not acquire through this medium of a world story retold, the benefits of clearer thinking, richer vocabulary, poise and directness, and a more spontaneous emotional response which shall make us better readers of poetry and prose and more competent delineators of character, through a deeper knowledge of life?

Is it not possible to correlate the two, story-telling and interpretation of the other forms of literature, so that the directness and ease of the story teller may make the ordinary reader less artificial and stilted, and on the other hand, the technical ease and power of characterization of the reader, give more variety and scope in the story-telling?

Religious and secular education, of the past and present, has failed to avert the

awful human conflict now going on. Great changes are in the air and it behooves us as readers and teachers to grasp every means at our command to help restore, heal and lead in the days ahead.

Story-telling can do much and ours is the great responsibility to so interpret thought and feeling, that we may lessen

the burdens of humanity by giving them glimpses of other worlds; add new channels and outlets for pent-up feelings, through the ministry of humor; and by means of a more sincere and sympathetic interpretation of the real truths of life, in whatever form, awaken in the minds of those who hear similar emotions to our own.

THE ORGANIZATION AND ADMINISTRATION OF THE PRACTICE SCHOOL—HOW CAN IT BEST SERVE THE NEEDS OF THE PUBLIC SCHOOLS?

Rovillus R. Rogers, Jamestown

IT would be presumptuous in me to undertake to discuss the details of the organization and administration of the normal practice schools. I know too little about them, and you who are directly concerned with them are entirely competent to administer these important interests. Neither am I able to trace the influence of this or that detail upon the training of the pupil who seeks to be a teacher. I shall confine myself then, so far as the normal school is concerned, chiefly to suggestions based upon observed results with only incidental reference to organization or administration.

The general topic under discussion may be taken to assume that practice schools are considered a necessary means of training teachers. Preparatory instruction and training may safely be regarded as a necessary preparation before entering upon any trade or profession. However important as one element in the making of a teacher the practice school may be, its value must of necessity depend in some degree upon the adaptation of the practice work to the supposed needs of the future teacher. As many of our state normal schools are now situated, it is impossible to give this practice work under the conditions which most of the graduates of the practice school will eventually meet. So few graduates of the normal schools teach in the rural schools that the startling differences between the conditions existing in the practice school and the ordinary rural school do not need to be seriously considered further than to say that, if the

state is to undertake to furnish normal graduates for rural schools, some plan should be adopted to instruct their pupils in the proper method of meeting the problems of the rural school.

Apprenticeship to be of any value must be conducted by a master workman, and one especially skilled in the particular lines of work for which the apprentice is being prepared, for it is true that there are certain basic principles of teaching which apply to all subjects and all conditions. These general problems are not the ones which give the inexperienced normal graduate the most difficulty. These general problems are in a large measure solved by the supervisory and administrative departments of the schools in which she teaches. As a matter of professional prestige a teacher should have some acquaintance with these problems, but her great need is opportunity to observe and practice under supervision the handling of a real school. I do not profess a wide acquaintance with the practice schools conducted by the normal schools of the state, but evidently conditions are so different from those which prevail either in the small rural school, or the highly organized city system, that the new teacher lacks that technic of management which is quite as essential to successful teaching as a knowledge of pedagogy. I may be criticising unjustly, but I am of the opinion that the model and critic teachers of our normal schools are not themselves well versed in the problems of the city school. Even when they have been taken from

city school systems they have ordinarily been so long separated from them that in many cases they have lost touch with their conditions. I venture the suggestion that it would be very profitable for the state to make an arrangement whereby model and critic teachers might spend, even be required to spend, a certain minimum amount of time in city schools, selecting for their visit not only schools having the best conditions, but those having the worst. Some university lecturers on pedagogy might profit by a similar experience.

Some of the conditions which render the ordinary normal practice school an unsatisfactory means of training teachers are specifically these:

There is an undue preponderance of the teaching force; the classes are accordingly too small. The entire school atmosphere is unlike that of a real school. Another objection which pertains to all teaching under critical supervision is that the class is not wholly in the hands of the pupil-teacher and I cannot conceive how any one can do his best either at teaching or love-making in the presence of a critic, feeling the while like Cassius,

"All his faults observed
Set in a note-book, learn'd and conned by rote
To cast into my teeth."

And again, pupils both in normal schools and city training schools are sometimes so faithfully schooled in the favorite methods of their teachers that they are unable to recognize the validity of other methods. It is naturally not possible to illustrate in a practice school all the different methods of teaching primary reading, for instance, but whatever methods are taught should not be presented in such a way as to render the pupil impervious to the good points of other methods.

In general I am very much inclined to be skeptical about the value of minute prescription of methods of any kind. It tends to formalism and in most subjects the teacher should regard a prescribed method as a suggestion rather than as a fixed rule. Methods should be practiced and should be studied with a view to their improvement. It should never be

forgotten that a method is a means to an end, and is in constant need of adaptation to the class in hand.

I repeat "for substance of doctrine" what I have written for another occasion:

"A teacher with a minimum of training, but with a good general education, wide reading and special knowledge of her particular subject is much to be preferred to the teacher with a maximum of training and theory who lacks these important qualifications.

"Under present conditions of admission of candidates it seems to the writer that more attention given to a careful review and complete mastery of the subjects commonly known as the common branches is exceedingly desirable, even if academic subjects should be relatively neglected. The science of arithmetic, the grammar of the English language, geography as a study of the action and result of natural forces, American history, followed not as a mere story, but as the development of civic and economic forces, all these are subjects worthy of the attention of mature and earnest students. For the normal school student their mastery has the further advantage of affording a broad foundation for his future teaching, giving him an insight into the riches which are just at the hand of his pupils in the common schools.

"For this accurate and measurably complete knowledge the teacher-to-be could afford to forego many fine-spun educational theories and much history of education, no small part of which last has no more to do with present day problems than the forgotten fancies of the alchemist has with the making of dynamite or the divinations of the astrologer with the science of navigation. The history of education in detail, elaborate psychological theories, especially the history of their development, are beyond the experience and the practical needs of the normal student. My own experience with the training of teachers leads me to suspect that most of the theoretical training given to young students who have never taught is practically wasted."

To train teachers for city schools, I suggest that future normal schools should be located in cities and be made a part

of the city system of schools. By this means model school and practice school may be organized under real conditions. Such normal schools already exist; but are quite generally known among us as training schools.

One city in our state, the one with which I have the honor to be connected, maintains and conducts a training school under state patronage upon the following general plan.

It is not attempted, nor desired, to train a sufficient number of teachers to supply the annual deficiency in the teaching force. Hence, this particular school is quite content to instruct a relatively small number of pupils as for evident reasons we do not wish to have a preponderance of locally trained candidates.

In discussing with high school graduates who are planning to enter grade school work the relative advantages of the city training school and the state normal school are presented as follows:

Training in the state normal school usually gives the advantage of school life away from home surroundings and so contributes an important part in the development of a young woman's experience. The faculty of the normal institution is larger, and presumably a broader view of the subjects studied may be gained by contact with a larger number of teachers. For reasons which have already been stated the practice work is regarded as less valuable. On the other hand the diploma of the normal school is most widely recognized, and hence the normal graduate has a wider range of opportunity in seeking a position.

The advantages of the local training school may be summed up as follows: The pupil is not obliged to go away from home, in many cases an important matter, and expenses in any case are much less. The smaller number of pupils permits of more personal and intensive instruction in the subject matter. The pupil has the advantage of observing and practising under actual school conditions. As she develops skill and power she is engaged, as suitable opportunity offers, for substitute work.

As the number of pupils is small, rarely exceeding twelve in the first and second years combined, the first and sec-

ond year classes are instructed as a single unit; one class taking a certain group of subjects in their first year's work while the other class takes with them the same group of subjects as their second year's work. This enables the training school instruction to be all given in one half day and gives the principal of the training school opportunity to act as supervisor of the primary grades for the other half day. Skilled instruction in certain subjects is given by the supervisors or teachers of physical training, writing, music and drawing. Special stress is also put upon a careful review of the subject matter of the so-called "common branches," as it is quite usually found that high school graduates are not well versed in these subjects.

The arrangement thus outlined gives the pupils of the training school the morning in the grade schools. This time is spent in observation, coaching, practice work, or substitute teaching. This method is varied for six weeks in the latter part of each year when the whole class is assembled for the morning session and the training school pupils in turn teach selected classes in the presence of the training school principal and the members of the class. This teaching is followed by review and criticism of the methods employed.

It is needless to say that the actual results accomplished depend in a large measure upon the personality and previous preparation of the individual pupil-teacher. I have been greatly interested, however, in watching the steady development of many, somewhat thoughtless, high school girls into well poised and thoughtful teachers through this process in instruction and training. We take these young women into the training school virtually upon probation, and while it has seldom happened we do not hesitate to discourage any candidate who does not give some reasonable prospect of success. But he is a wise man who will undertake to set limits as to what may be accomplished in the development of a young woman by two years of such training. So many elements enter into the comparison that it is unwise to undertake to decide whether the normal school graduate or the training school

graduate makes the better teacher. It is, however, the general verdict of our grade principals that they prefer the inexperienced graduate of our own training school to the inexperienced graduate of the normal school. This preference is due no doubt in some measure to the fact that the training school graduate is already versed to some extent in the methods of administration and management of our school system.

This exposition of the plan of the city training school is not to be taken as an appeal for its substitution for the normal school. The normal schools with all their handicaps and limitations, few of which are self-imposed, are rendering an important and indispensable service. I believe that their standards of admission should be raised, their work specialized, and many more of them of differing types should be established.

THE "PURSUIT OF HAPPINESS" IN THE TEACHER'S PHILOSOPHY

R. M. Stewart, Cornell University

TWO leading Americans, George Washington and Benjamin Franklin, placed happiness among the first ends of education. Many writers have ridiculed the idea in the Declaration of Independence,—the "pursuit of happiness" as an inalienable right; others have ridiculed the idea,—the "pursuit of happiness" a proper end of education. It has been charged that we Americans have been everlastingly pursuing happiness, but postponing happiness itself. Perhaps, it is a true criticism of us Americans that we tend to look for happiness next year, ten years from now, or possibly in the next world, when we should be getting it hour by hour. Perhaps we do hope for happiness when wealth is secured, learning gained, influence and power in office secured, and thus emphasize the pursuit of happiness at the expense of happiness itself; but at core this state of aspiration and striving may be the real essence of happiness after all, certainly it is of progress.

This leads one to say that desire with somewhat of ability to satisfy it is the real condition of happiness. A soldier leader at Vicksburg, a brigadier general at thirty-one, is reported to have said, "I believe I am as happy in performing my present duties as I can be, unless by becoming better and greater, new springs of happiness should be opened for me." One may be reasonably sure that this soldier leader would not have been happy long in performing his duties if new springs had not been opened up; for growth is fundamental to real

happiness. Happiness is not to be sought, therefore, in distant countries, in new vocations, in thoughts of fancy, as such, even though the call of the more remote, the different, and the fleeting, is a fundamental condition for obtaining it.

Why raise this question in the teacher's mind when our nation, with the rest of the world, is so wrought up over a war that is wringing out of the lives of even millions so many of these individual aspirations? Because whatever hope we have,—and the measure is full,—rests essentially on enlightenment and freedom to use that light in the interest of what we have agreed is a larger life. "To make the world safe for democracy" is a problem which can be solved only through enlightenment and a sense of freedom. Both Washington and Franklin laid down public education as fundamental to both public and private happiness. Our world struggle has brought us to the fringing edge of sacrifice so that we are beginning to see the purpose public education has been serving these years. We are getting back to first principles. "To make the world safe for democracy," is another way of saying that every man should have the right to "life, liberty, and the pursuit of happiness."

Times have changed; but fundamental principles have not. New interferences arise which tend to induce failure. Not all of these interferences are outside of us, frequently, the most stubborn interferences are within us. Interference

may come because of unfavorable conditions which the authorities over us have imposed, which would prevent the spontaneous expression of one's energy, or limit its expression to merely routinized lines. A second restriction would arise as a result of scanty opportunity for self-expression in the solution of the problems of social amelioration. Social service lies at the basis of individual control and points to authoritative leadership. The third restriction appears when one's conviction of principle is either crushed or denied the chance of expression in appropriate forms of action.

It is clear, then, that happiness is neither in the end to be accomplished nor in its mere pursuit, rather it appears with the sense of accomplishment in an activity which is carrying one forward to the satisfaction of his ever-increasing wants. The soul accustomed to self-activity cannot be happy unless in the process of attaining new ends. The man who has gained great wealth by energetic activity exalts "busy-ness" long after his need for additional wealth ceases. The student who has gained great scholarship through the solution of problems remains studious even though everybody thinks him wise enough. The real teacher likes to teach even with meager pay or none after his body is tired, not that he needs more teaching but for the love of it. Like Ulysses, pictured to us by Tennyson:

I am become a name;
For always roaming with a hungry heart.
Much have I seen and known—cities of
men,
And manners, climates, councils, governments,
Myself not least, but honored of them
all—
And drunk delight of battle with my
peers,
Far on the ringing plains of windy Troy.
I am a part of all that I have met;
Yet all experience is an arch wherethro'
Gleams that untravelled world, whose
margin fades
Forever and forever when I move.
How dull it is to pause to make an end,
To rest unburnished, not to shine in use,
As though to breathe were life. Life
piled on life

Were all too little, and of one to me
Little remains; but every hour is saved
From that eternal silence, something
more,
A bringer of new things; and vile it were
For some three suns to store and hoard
myself,
And this great spirit yearning in desire
To follow knowledge, like a sinking star,
Beyond the utmost bound of human
thought.

If this interpretation is correct, then the pursuit of happiness is in itself not an improper end of education. Only when happiness is thought to be associated with ends to be obtained rather than in the activity of the individual who is striving to obtain these ends does its pursuit prove futile.

In the light of this bit of philosophy of education, what are some of the pressing problems confronting education? In the first place, ill-health is interfering seriously with accomplishment. It withholds impulse, becomes disagreeable, casting a bad social spell, and contaminating others, even propagating weakness. The healthy have a chance of the outward and forward look. The free flow of physical energy carries them to new activities and new ends. The unhealthy not only cannot perform their tasks efficiently but lay heavy burdens upon others. It has been reported that over \$100,000,000 are spent annually in the care of defectives and the sick; and it is conjectured that an equal amount is spent privately on account of illness due to inherited lack of resistance. It is further claimed upon good authority that out of approximately 1,600,000 deaths recorded each year, 670,000 have died of preventable causes. The economic loss claimed reached one billion dollars, measured in terms of "public and private care of the sick and dead in lost wages, but principally in the form of cut-off potential earnings." With the accelerated growth of urban population together with the free intercourse of rural and urban life, the matter of public health becomes a fundamental consideration in public education. Who would have thought of tooth-brush drills, or nose-blowing drills a few years ago? To-day these are not fads but fundamental practices in developing good health

habits. A few years ago emphasis was placed upon anatomy; to-day it is being placed upon hygiene. To-morrow, this programme of practical hygiene will be elaborated in all our schools to correct the physical ills already apparent and to open the way for scientific prevention.

A second problem confronts our teachers in preparing boys and girls for the problem of making a living. It was the present world war that brought us forcibly to the fact of our thriftlessness as a nation. We had heard of poverty, of course, and had certain agencies for amelioration. Some of these agencies were working on a highly constructive basis, but when we considered the world war we investigated and found that our nation did little saving and exhibited the fact that we were prosperous rather than thrifty. Switzerland, Belgium, Sweden, France, Germany, England, and Italy, all surpassed us we are told, in per cent. of population which saved money. Quoting Mr. Straus, "There are in the United States 1,250,000 dependent wage-earners who have failed to save anything for their support, now costing this country \$220,000,000 a year. There are 3,000,127 widows in America and over 32 per cent. of them lack the necessities of life, and 90 per cent. lack the comforts. Incredible as it may seem, in this land of such vast wealth, there are between ten and fifteen million people who are in absolute poverty."

As education is the only means by which we can hope to abolish disease, so education is the only means of preventing poverty. Poverty and disease are twin evils, which we sometimes think, we must always have with us. May we not expect,—on account of public education where thrift and work are fundamental ideas,—such a reconstruction of society that no one will be exploited, underpaid, or overworked? It is through the efforts of educated minds that shorter work hours and more leisure for working classes are secured, that women and children are safeguarded against exploitation, that the mentally defective are segregated and treated, that labor is distributed where most needed, that wages adequate for a minimum standard of living are furnished, and that adjustments of a host of

other difficulties quite beyond the power or ignorant men and women to solve are made.

All of these questions affecting the problem of making a living are being turned to the school for answer. The school must assume, therefore, the responsibility of training boys and girls to work, since homes furnish relatively little opportunity. Schools must go further and prepare boys and girls for vocations on the principle that a trade, occupation, vocation, or profession, is the child's principal safeguard against poverty and dependence. It safeguards also against crime, so often associated with disease and poverty. Statistics seem to show conclusively that work is "a magic shield behind which one can hide himself in the extremities of life's situations," for crimes seem to follow in the train of the unskilled and the unemployed. The accentuation of interest in vocational education bids fair to attack in a vital way the evils of poverty and dependency and with it those of disease and crime.

Reference to crime suggests the problem of promoting sociality and morality. In fact when we say, "Make the world safe for democracy," we mean to make the world a safe place to cultivate group life and group responsibility. As our close association in group life has compelled special attention to conditions of health or means of making a living, so the group life itself with its changes and responsibilities entails the growth of the moral sense and the continuous elevation of social standards. The German theological professor who justifies looting on the part of the Germans in the present war on the ground that it follows a natural law upon which God's chosen people acted as recorded in Old Testament history, is living in a static world morally. Our moral standards demand care and attention for the sick, and also scientific means of prevention. Our moral standards demand the elimination of poverty and crime. Our schools are the handmaidens of society to accomplish these tasks. Our democracy which we cherish so much in America is just that which gives every man and every woman, every boy and every girl, a sense of social responsibility. Further, it affords

the opportunity of alternate leadership, the opportunity of each to be leader in something at some time for the group whether large or small.

Citizenship is another condition of happiness. Who can be happier than a citizen of the United States? No one, because she furnishes the citizen such a large measure of return for the sacrifice made. As said above, we have just begun to sacrifice. Service is nowadays identified with citizenship. It means today what our sacrifice makes it mean. Given so much freedom within the group we respond to the Government's appeals whole heartedly. We are demonstrating to the world again the fact that government of the people, by the people, and for the people, can stand the test of international crisis and shall not perish from the earth. It comes about, however, by the fact of strict adherence to the first principles laid down by George Washington and a host of others that education in citizenship is indispensable in a free government. Responsibility requires a high level of vision. Without this vision we perish as a nation. To the school is coming a new sense of responsibility for this type of preparation for a happy service.

In a fundamental sense culture is the eyes to the successful pursuit of happiness. In a democracy we travel up the road together, at least we cannot separate ourselves far without disaster. Those who lead must be those who see; and those who have the vision are those who have first made a living, speaking broadly, for all true citizens in a democracy accept the problem of self-support. It is true that many fail to make an adequate living; few gain leisure and opportunity for any considerable amount of culture. Again the school is asked to solve the problem, not of developing in this country a leisure class, but rather of promoting opportunity for more leisure for the self-culture of every man and every woman after his share of the world's work has been performed. This is a democratic ideal.

What is culture? It is not mere appreciation nor lucidity in learning; it is not mere facility in the use of technique nor skill in the forms of erudition. It suggests, rather, intellectual balance

which grows out of experience that has taken many directions,—the elimination of false notions. In terms of personality it implies accomplishment that renders service to the group. Some of our needs are immediate, illustrated in our present war situation; some are remote, illustrated in our plans for reconstruction. The test of culture is involved in this forward moving toward larger ends thought of as of still greater significance than those ends already attained. Culture suggests well-roundedness for service; it is dynamic and never static.

The school then is to culture youth in this sense for the reconstruction of the nation and the world by building up a foundation for larger vision, by projecting ahead of experience the essential truths of race experience. It will come through contact with history, art, literature, etc., from the standpoint of the crises of mankind and the methods by which men have solved their problems in these crises. This is a great task for the school since the world is full of culture materials which must be tested and retested from a score of angles before they are given places in curricula or courses of study.

In conclusion let it be recalled that public education is the handmaiden to all realms of progress in a democracy. It is the primary agency of the individual's education, a genuine expression of social control co-operating with society in the solution of social problems; it is our principal agency in the selection of individuals for society's work and likewise is becoming more and more the guardian of our vocational interests; still further the school is rapidly becoming the center of research whereby new revelations of nature and science are put to the beneficial service of mankind.

Whatever the problem of social life; maintaining health conditions, making a living, developing standards of ethics and group responsibility, promoting ideals and practices in citizenship, or building up a body of genuine culture materials for race inheritance, the American public school opens wide its door of service, providing a progressive programme for the attainment of higher levels of public and private happiness and an unlimited opportunity for still further pursuit.

WHAT SHALL BE THE FUTURE OF OUR DISABLED SOLDIERS AND SAILORS?

Dean Burris, Cincinnati

I wish to first give a brief analysis of the situation out of which our problem arises and to lay before you a few suggestions with regard to its solution. Some of you are more or less familiar with what has been done and is being done in this field, in foreign countries as well as our own. The experience abroad has been carefully studied and these studies are now available in printed form. Particularly helpful in this connection are certain bulletins issued by the Federal Board for Vocational Education. Bulletin No. 6, issued in February of this year, is devoted specifically to the Training of Teachers for Occupational Therapy for the Rehabilitation of Disabled Soldiers and Sailors. Bulletin No. 15, issued in May, was prepared at the Red Cross Institute for Crippled and Disabled Men, and is a comprehensive study of the Evolution of National Systems of Vocational Re-education for Disabled Soldiers and Sailors. The last named bulletin contains an exhaustive bibliography of books and articles which should find a place, as soon as possible, as a part of the training school equipment of any institution which seriously undertakes the thorough preparation of teachers in this field. We should bear in mind, however, as we read the accounts of what has been done, that this is, after all, a new field,—a field which calls for contributors and not imitators merely. It too often happens that we look elsewhere for assistance and overlook our own resources. In a recent speech of the Hon. George M. Young of North Dakota, in the House of Representatives, he states that when he was a boy attending the University of Minneapolis, one of the church societies there decided to build a new church and employed one of the leading architects of that day to prepare the plans. Before undertaking the task the architect thought he would make a circle around some of the American cities for the purpose of getting some new ideas. With this purpose in view he

called on a noted architect of New York City, who being told of the purpose of his visit, and not knowing the residence of his caller replied, "Well, that won't help me much; I drew the plans for that church myself." Congressman Young made use of this incident, not to indicate that he had personally done anything in this field, but to show that we may often go long distances to learn things which we might better learn at our very doors. It is with this thought in mind that I appeal to your most thoughtful endeavor.

Our problem is a part of one of the very great problems arising out of the war, namely, What shall be the future of our disabled soldiers and sailors? If we look at it in the right spirit it is not merely a national problem, but a problem of the Allied Nations. Just as these nations have stood by each other in battle, just so should they stand by each other in the work of reconstruction in all of its many phases, and nothing can do more in effecting a permanent alliance in defence of the common ideals for which we have accepted such supreme sacrifices, than hearty co-operation among the allied governments in the work of rehabilitating the disabled defenders of our liberties. The work of the war will not be over until the last one of these has had our best efforts in assisting him to become self-reliant, free from haunting fears of dependence upon the bounty of others, and readjusted to civil life.

The number of workers needed in this field is very large. In these countries which have borne the brunt of the fighting from the first, the number of men who have returned and will return unfit for their old occupations or for any new form of occupation, until they have been re-educated, is appalling. In making our plans, therefore, it should be our purpose not only to provide for local needs but also to assist the allied governments.

This work of rehabilitation and vocational re-education, it is generally agreed,

falls into three well-marked stages. First, there is the stage during which medical and surgical treatment predominates; second, the stage of convalescence, not infrequently of long duration; third, the stage of vocational re-education.

The problem of this conference has to do with the second stage in relation to teacher-training. It is by no means a simple problem. It is complicated by the fact that the three stages referred to, being parts of a whole process, have a certain dependence upon each other. In no field is it more important for a worker in one stage of a process to be familiar with what is involved in the other stages. For example, one who is to interest the convalescent soldiers in what I prefer to call curative diversions, must have a keen appreciation of the condition of the convalescents, mental and physical, as they have revealed themselves during the first stage. And if the exercises of the second stage are to be of the most profit they must anticipate, as definitely as possible, the nature of the training which the convalescent is to take as soon as he is able to do so.

We shall have to proceed with our plans in more or less ignorance of such matters, but it is clear that the successful teacher of the convalescent soldier cannot be a person with a narrow preparation. The standard of admission to a training course for such teachers must be high, therefore, in case the training course be short.

The bulletins to which I have referred point out certain personal qualifications for such teachers which are indispensable. "The consensus of opinion is that personality is the first qualification of a teacher or director of occupational therapy. The peculiar problems involved in working with the handicapped necessitate force, resourcefulness, tact, sympathy, and courage, and these cannot be acquired in any training, however elaborate." (Bulletin No. 6, p. 29.)

These are, of course, the necessary personal qualities of any successful teacher, as we all know, but their importance becomes paramount in the curative workshop.

Where shall such persons be found? What are some of the specific curative activities to be conducted by them? What shall be the course of teacher-training? These are the problems for this conference.

In answer to the first it is quite clear that we cannot apply, successfully, the principle of conscription in recruiting a body of desirable persons for this work. We must depend upon a clarion call for volunteers. It must be looked upon as a glorious opportunity for many to do their bit, who were not fortunate enough to be accepted for the military service. Personally I should be glad to see the Federal Government officially recognize the workers in this field as members of a Reconstruction Branch of the National Army. Such an arrangement would make a strong appeal to the patriotic sentiment, and commissions indicating rank, with provisions for promotion based upon superior qualifications and length of service, would stimulate enlistment and give to this branch of service a degree of permanence which it will not otherwise have. Upon completion of the training course the graduate should receive a commission from the Federal Government with an appropriate badge of distinction. It seems to me altogether unfair and undesirable that a few chief officials should be so recognized, while those who are really to make their plans effective receive no corresponding recognition. In some such fashion the Federal Government could promote and dignify the work, and in an atmosphere of workers wearing the government's stamp of approval, there would be a more gradual transition of the convalescent soldier from the rigid regimen of war, with its varied insignia to which he has grown accustomed, to civil life.

Our second question concerns the therapeutic occupations to be utilized. Their number is legion. They are as various as the infinite variety to be found among the individual cases to be treated. In some cases invalid or bedside diversions are valuable near the close of the first or acute stage of disability. In such cases it is largely a question of what will be of interest as a means of passing

the time and turning the patient's mind from brooding. His previous education and inclination must be the guide in deciding what is best. This period passes quickly, in most instances, and the bulletins of information furnish a long list of occupations found to be valuable for those temporarily or permanently invalided.

As soon as the patient is able to be about, however, the important work of the curative workshop must begin. The success of the work of re-education which is to follow convalescence depends upon the degree of confidence, ambition, and desire for self-support and economic usefulness, which can be awakened by the achievement of the disabled soldier during this second stage of his rehabilitation. It is the period during which he is to find out his possibilities in the crafts, commercial life, and general education. The problem is that of finding out how many things he can do and what he can do best. He will be most interested and consequently be most benefited by such occupations as have a practical value in relation to his economic future. He will not care for raffia, basketry, weaving, whittling out souvenirs, and a score of other things, except in so far as they involve the use of fundamental processes required in stable fields of productive industry. However much he may be interested in such things as an avocational diversion, his primary interest will, for the time being, be in his vocational possibilities, with or without the use of artificial limbs. In a word, this is no time for trinkets and trivialities as a means of giving the patient an encouraging outlook.

The curative workshop, therefore, must be equipped with a wealth of appliances actually used in industrial and commercial life. The problem is much simplified, so far as the disabled is concerned, because of the prevailing use of automatic machinery and piece-work production, and no better adjuvant can be given to the disabled than the proof, demonstrated by trial, that he can do some important thing as well as anybody.

What, then, shall be the nature of the teacher-training for teachers of occupational therapy?

First, it calls for a careful survey of the whole problem of rehabilitation in its three stages. Second, the study of occupational therapy in relation to typical cases of disability, mental and physical, to reveal to the teacher the typical problems to be met. Third, the technique of curative workshop occupations as derived from a knowledge of psychology, physiology, and medicine and surgery. The purpose here, as stated in Bulletin 6, is to prepare a list of processes from agricultural, commercial or industrial pursuits which may be suitable for relaxing, stimulating, co-ordinating, or concentrating the mind, and which may be used to restore self-confidence, overcome depression, indifference and excitability.

Processes are to be selected from one of the above pursuits which will serve for general exercise and for exercise of special parts. Fourth, a study of industry in order to find out what processes are susceptible to modification so that the disabled, with or without special devices, can successfully compete in them. Fifth, the methods of teaching. The work here will consist of lesson plans for use in a variety of cases of disability handed over to the teacher with the physician's instructions for treatment and a statement with regard to the patient's education and experience. In other words, the teacher in training must learn to make plans for occupational treatment based upon the physician's instructions and the advice of a vocational expert. Sixth, a study of the curative workshop and its equipment.

Such lines of work for teacher training courses are outlined in some detail in the Bulletin just referred to and give us some idea of the problem.

Are we in a position to undertake it? What are our resources? How can they be pooled and supplemented so that we may be able to do something worth while? What shall be the length of the course? What shall be the conditions of entrance? What is to be the source and amount of compensation for teachers in curative workshops?

These are the questions which I wish to place before you with one or two more suggestions with regard to which your judgment is invited. Temporarily, until

we have a local and well-equipped curative workshop with trained teachers, in connection with the East High School which has been turned over to the Surgeon General to be used as a reconstruction hospital, we shall have to conduct what might be called, to borrow a term from aviation, a "ground school." For the completion of such training as we shall be able to provide for teachers of the disabled in the immediate future, there should be provision for sending those who have completed the "ground school" work to one of the well-established reconstruction hospitals in this country, Canada, England or France. The time spent in these institutions need not be long. The main purpose would be to get points of view and inspiration, and to see what miracles have already been wrought in this field. The expenses of such sojourn should be paid by the Federal Government. Another sug-

gestion is this: Among the disabled will be many college graduates whose disabilities need not interfere with successful careers in teaching or other professional fields. For those who show any interest in these occupations, perhaps no better therapeutic could be offered than a course of talks and supervised reading conducted by persons who well understand what is involved in the re-education of those who wish to engage in them. For these, as for all other convalescents, indeed, a course in vocational guidance, accompanied by pictures and other evidences of high achievement by the disabled in all lines of endeavor, would in itself be a therapeutic of vast consequence. Finally, since this is a comparatively new and important undertaking, I suggest a Bureau of Advice and Research conducted by representatives from the military, medical, psychological, educational, hospital and industrial fields.

THE PHYSICAL WELFARE OF CHILDREN

TO THE MEMBERS OF THE AMERICAN PHYSICAL EDUCATION ASSOCIATION:

Your committee on the physical welfare of children in war times proposes to you the following:

The Child Welfare Department of the Department of the Interior has, as you all know, begun a campaign this summer to look after the physical welfare of the children under school age. The first step towards such welfare work has been to weigh and measure them. A few other items of physical examination have also been added. For those who have been able to watch some of this work come to fruition as early as the present time, the importance and advisability of such work has become manifest in practice while it has been so in theory from its very beginning.

It is now proposed by your committee that the work, perhaps on a less extensive scale, should be undertaken wherever members of our Association are working with all pupils of schools and other institutions that are of growing age. At this time to make the work possible and practicable it is proposed to have only two data gathered, namely:

1. Height.
2. Weight.

The following scheme which may be modified to suit local conditions is proposed to you as offering the best results with a minimum amount of expenditure of money, time and effort.

1. Height.—A yard measure either in the shape of a yardstick or tape is fastened against a door post or other suitable place in each schoolroom. On a suitable place on the blackboard arrangement of each room the names of the students of the room are written from above downward. To the left of the names height, to the right of the names weight is recorded. Sufficient space for three or even four measurement dates should be left. Underneath the name the age of the pupil at the time of the first measurement is placed in number of months.

Procedure. At some suitable time, either as the pupils come in in the morning or as they go to a recess or leave for home, the measurements are taken. The time before dismissal recommends itself. Pupils are asked to remove their shoes. In order in which their names have been placed on the blackboard, they place

themselves against the measuring device in the following manner: the heels, calves, buttocks, shoulders and back of head should touch the door post or wall, etc. See that the abdomen is well taken in, that the lower jaw is nearly horizontal. (As a matter of fact angle of the jaw with a vertical is ten to fifteen degrees less than ninety degrees.) A ruler is now placed over the head so as to touch the highest part of the skull and so that it is absolutely horizontal. The reading then is taken on its lower surface and recorded on the side of the pupil's name in inches. (In order to make reading easiest it is well, therefore, to have the measuring device not in feet and inches but consecutively numbered by inches from bottom up so that even children may read without computing.)

2. Weight.—A scale should be procured for every schoolhouse. If one does not belong to the permanent outfit some patriotic grocer or tradesman of the neighborhood will lend one. The importance of a scale, however, in a schoolhouse will be brought to the attention of school authorities by these proceedings in such a manner as to make it possible to get funds for one in the very near future for every schoolhouse. The children pass over this scale in rapid order, the teacher reads off the weight, the record is made on the side of the name of the pupil in pounds. Children should be weighed in their ordinary clothing, hats, caps, overcoats, heavy wraps, books, etc., having been laid aside.

General Remarks. It is desirable that this weighing and measuring should extend to each child in the school. The date of record should be written over the weight or height column. The first weighing and measuring should be done as near to the beginning of the school year as possible. For the present year, on account of the lateness of the day, this will not be possible, but if our members fall in with the idea and the matter is made one of permanent school observance next year it should be possible. At least one more measuring should be made and that as near the end of the school year as possible. In order to study the effect of school life and vacation it would be necessary to have one or more

measurements taken in between the two that are absolutely necessary. The same procedure as before should be used. The age need not be written at the time of these measurements but the date of the additional measurement must be recorded over the respective column. The record should be a permanent one on the black-board. It will interest the children in their own height and weight, they will compare themselves with others and ask why. It will stimulate their interest in their own physical welfare tremendously. Through them it will be carried to their homes. The comparison, which the permanent record in sight of the child invites, will act as a stimulus by itself. Children are usually proud of their height, parents have the same kind of pride. It can be a powerful lever for good.

The teacher, to guard against accidents to the record, which is written in chalk in such a manner that it is visible from all parts of the room, should make and keep an ink-written copy of the record in her desk. It is also asked that at the end of the school year a copy of the record of each class should be sent to Dr. E. H. Arnold, 1466 Chapel Street, New Haven, Conn., where the data will be worked up in statistical manner and the results published. Each child should be asked to take a copy of its own record with him in vacation, preserve it and return with it to school next year. A copy of the record should be handed by the lower grade teacher to the next upper grade teacher to start the record of the promoted children. Where children have moved out of a district their record as kept by themselves can be used. One starts next year's record with the last height and weight measurements taken the year before.

In the next issue some of the results that have become apparent through the measurement of children under school age will be given; meanwhile the members are asked most earnestly to take up this matter. The measuring of a child should not take more than ten to fifteen seconds. It is even hoped that it can be reduced to less. The weighing might take a few seconds more but even it can be done very rapidly. The amount of time and

effort to be spent for recording a class is then minimum. Any class teacher can do the work after but little preliminary instruction.

As far as the members to whom this circular comes are supervisors, the arrangement can be made by themselves. The consent of school superintendents or school boards should easily be gotten. As far as the members are in subordinate positions, their work, of course, can only be done with the consent and under the advice of their superiors. As this circular should reach their superiors it is hoped the initiative will come from them. Where, for one reason or another, this is not the case, the attention of the superior should be drawn to the matter

and his cooperation asked and no doubt gotten. The patriotic purpose of the undertaking should make a negative attitude of any school authorities practically impossible. It will simply be a matter of exercising some tact.

Help and advice of any and all members of the committee will be gladly given in the matter.

Yours for the cause of the welfare of children,

Randall D. Warden, City Hall, Newark, N. J.

E. H. Arnold, 1466 Chapel St., New Haven, Conn.

Laurence S. Hill, City Hall, Albany, New York.

The Committee.

STATE DEPARTMENT OF EDUCATION

Hiram C. Case, Chief of Administration

THE Federal Board for Vocational Education has made arrangements with the Schoharie State School of Agriculture to give special courses of instruction in agriculture to disabled soldiers or sailors who are entitled to training under the provisions of the Smith-Sears Act. These courses have been planned especially for this type of student and will be organized in such a manner that students may enter at the beginning of any month.

The curriculum will consist of animal husbandry, soils and crops, poultry, farm mechanics, horticulture, vegetable gardening, farm management and all other general agricultural subjects. The course of study will consist of from one to two years of work, including supervised practice work on successful farms. Special courses in green-house management, vegetable gardening and beekeeping will be offered at the State School of Agriculture at Farmingdale. Special courses in butter making, cheese making and the handling of milk and milk products will be offered at Cornell University.

The expense of giving the course is borne jointly by the Federal and State Governments. Under the provisions of the Smith-Sears Act any soldier or sailor who is entitled to compensation under the War Risk Insurance Act is entitled to receive training in a vocational course

and receive compensation to the extent of a minimum \$65 a month plus clothing and a family allowance while taking such training.

The latest catalogue of slides and photographs announced by the Division of Visual Instruction is List 38 on the Union of South Africa, Rhodesia and British East Africa. The list includes 162 titles and covers a wide range of topics including the interesting city of Cape Town and other centers of population, such notable physical features as Table mountain, Victoria falls and Lake Victoria, industrial studies, particularly ostrich farming, gold and diamond mining, and the soda deposits of British East Africa. The native negro tribes and their manners and customs are well represented in the collection.

The diamond doesn't shine until it has been rubbed and polished—and the real worth of a man doesn't come to the surface until he has been unmercifully buffeted by Fate and pommelled by circumstances.

Don't make the mistake of thinking that you are a sure enough live wire because you splutter a little.

THE CLASSICAL READING LEAGUE

ALTHOUGH the entrance of the United States into the world war has entailed many extraordinary tasks on the teachers of New York State, the Classical Reading League started the academic year 1917-18 with an enrollment of 125, including a few from other states. As the year progressed many were compelled by war duties to abandon their partly completed work, but 23 were able to finish one or more of the courses for which they were enrolled. The work was conducted by the University of Rochester, and the various courses were outlined by a committee consisting of Dean Charles Hoeing (Chairman), the University of Rochester, Mr. S. Dwight Arms, State Educational Department, Dr. Mason D. Gray, the East High School, Rochester, Miss Myrta E. Hunn, Batavia High School, Professor George D. Kellogg, Union University, and Professor Ryland M. Kendrick, the University of Rochester.

The courses offered were as follows:

I. LATIN COURSES

A. Caesar: (a) Gallic War, Book VII; or (b) Civil War, Book III.

B. Cicero: De Senectute and De Amicitia.

C. Tacitus: Agricola and Germania.

D. Virgil: (a) Eclogues and First Georgic; or (b) Georgics, Books II and IV; or (c) Aeneid, Books VII and VIII.

E. Horace: (a) Odes, Books I and II; or (b) Odes, Books III and IV.

F. Juvenal: Satires I, III, IV, V, VII, X.

G. Plautus and Terence; Plautus, Captivi, and Terence, Phormio.

H. Prose Composition: The A sentences in Exercises I-XV of the Gilderleeve-Lodge Latin Composition Book.

I. Collateral Reading: Carter, The Religion of Numa; Duff, A Literary History of Rome; Fowler, Social Life at Rome.

II. GREEK COURSES

A. Elementary Greek: Ball, The Elements of Greek, and Henderson, An Introduction to Greek Reading.

B. Cebes: Tablet.

C. Zenophon: Memorabilia, Books I, II, 1, 21-24; IV, 3.

D. Plato: Phaedo.

E. Homer: (a) Iliad, Books XVI, XVIII, XIX; or, (b) Odyssey, Books V, VI, XI, XII.

F. Lyric Poets: Tyler, Selections from Greek Lyric Poets.

G. Collateral Reading: Gilbert Murray, Rise of the Greek Epic; Haigh, The Attic Theatre; Mahaffy, What Have the Greeks Done for Modern Civilization?

HONOR ROLL.

Florence M. Andrews, Dunkirk—Latin Ea.

Emily E. Brown, Binghamton—Latin Ab and Dc.

LeMoine H. Candee, Glens Falls—Latin B, Greek E.

Della Champlin, Walkill—Latin Aa, B, C, Dc, and H.

Grace E. Coman, Johnson City—Latin B and C.

Mabel Cone, Avon—Latin Ea.

Sara J. Cook, Chatham—Latin Aa.

J. D. Cooke, Truxton—Latin C, Da, and E.

Francis H. Forbes, Union College—Greek B.

Catherine Hill, Niverville—Latin I.

Louise M. Hopkins, Warsaw—Latin B.

Anna M. Jones, Utica Free Academy—Latin Db.

George D. Kellogg, Union College—Greek B.

Martha F. Kinnear, Lowville—Latin Aa and Dc.

J. Christian Krahmer, Pittsford—Latin B and H.

Mary L. Overocker, Ossining—Latin Aa.

Faunta B. Perkins, Watertown—Latin Aa and Selections from Catullus and Propertius (by special arrangement).

Adelaide Poste, Canton—Greek Ea and F.

Mabel V. Root, Catskill—Latin Ea, Greek D.

Marion H. Short, Batavia—Latin Ab.

Blanche L. Sloat, Watertown—Latin Aa and Selections from Catullus and

Propertius (by special arrangement).

Gertrude J. Tucker, Alden—Latin Aa, B, and Dc.

Mary L. Warren, Port Byron—Latin Aa and Db.

BOOKS RECEIVED

NORSWORTHY, NAOMI, and WHITLEY, MARY THEODORA. "The Psychology of Childhood." Cloth, xix-375 pp. Price, \$1.60. The Macmillan Company, New York.

CURTIS, HENRY S. "Recreation for Teachers or The Teacher's Leisure Time." Cloth, illustrations, xvi-299 pp. Price, \$1.60. The Macmillan Company, New York.

SMITH, WAYNE P. and JEWETT, EDMUND GALE. "An Introduction to the Study of Science." A First Course in Science for High Schools. Cloth, illustrated, xi-620 pp. Price, \$1.40. The Macmillan Company, New York.

WOODHULL, JOHN F. "The Teaching of Science." Cloth, xiv-249 pp. Price, \$1.25. The Macmillan Company, New York.

FARR, CHESTER C. "Laboratory Manual in Field Crops." Cloth, illustrations. x-63 pp. Price 52c. The Macmillan Company, New York.

POWERS, H. H. "America and Britain." The Story of the Relations between Two Peoples. Cloth, iv-76 pp. Price, 40c. The Macmillan Company, New York.

PETERS, CHARLES CLINTON. "Human Conduct." A Textbook in General Philosophy and Applied Psychology for High Schools, Academies and Junior Colleges. Cloth, xii-430 pp. Price, \$1.30. The Macmillan Company, New York.

KENDALL, CALVIN N. and MIRICK, GEORGE A. "How to Teach the Special Subjects." Cloth, illustrations, xvi-310 pp. Price, \$1.60. Houghton Mifflin Co., Boston, New York, Chicago.

FASSETT, JAMES H. "The Beacon Fifth Reader." Cloth, illustrations, 318 pp. Price, 72c. Ginn & Company, Boston, New York, Chicago.

BRYANT, SARA CONE. "I Am An American." Cloth, iv-159 pp. Price, 60c. Houghton Mifflin Co., Boston, New York, Chicago.

THOMPSON, JOHN GILBERT, and BIGWOOD, INEZ. "Lest We Forget." World War Stories. Cloth, viii-340 pp. Price, 76c. Silver, Burdett & Co., Boston, New York, Chicago.

MAHONEY, JOHN J. and HERLIHY, CHARLES M. "First Steps in Americanization." A Handbook for Teachers. Cloth, 146 pp. Price, 75c. Houghton Mifflin Company, Boston, New York, Chicago.

PERKINS, LUCY FITCH. "The Spartan Twins." Cloth, illustrated, 172 pp. Price, 84c. Houghton Mifflin Co., Boston, New York, Chicago.

CHAPMAN, FRANK M. "Our Winter Birds." How to Know and Attract Them. Cloth, illustrated, ix-182 pp. Price, 60c. D. Appleton & Company, New York.

VAN BUREN, HELEN W. "Contes Du Pays De Merlin." Cloth, illustrated, xiii-161 pp. Price, 48c. The Macmillan Company, New York.

ASHLEY, ROSCOE LEWIS. "The War and America." War Citizenship Lessons. Cloth, viii-103 pp. Price 60c. The Macmillan Company, New York.

CROMIE, WILLIAM J. "325 Group Contests." For the Army, Navy and School. Cloth, illustrations, ix-96 pp. Price \$1.25. The Macmillan Company, New York.

GOLLOMB, JOSEPH. "That Year at Lincoln High." Cloth, illustrations, 290 pp. Price, \$1.25. The Macmillan Company, New York.

TAPPAN, EVA MARCH. "The Little Book of the War." Cloth, maps and illustrations, 144 pp. Price, 60c. Houghton Mifflin Co., Boston, New York, Chicago.

McFEE, INEZ N. "The Teacher, The School, and The Community." Cloth, 256 pp. Price, \$1.24. American Book Co., New York, Cincinnati, Chicago.

MATTHEWS, BRANDER. "An Introduction to the Study of American Literature." Revised. Cloth, illustrations, 268 pp. Price \$1.20. American Book Co., New York, Cincinnati, Chicago.

WORMAN, JAMES H. and BRANSBY, CARLOS. "Second Spanish Book" with Vocabulary. For Schools and Self Instruction. Cloth, illustrations, xii-129 pp. Price 80c. American Book Co., New York, Cincinnati, Chicago.

- LEAR, EDWARD. "The Book of Non-sense." Cloth, Original Pictures and Verses, 150 pp. Price 50c net. Thomas Y. Crowell Company, New York.
- McFEE, INEZ N. "Little Tales of Common Things." For the Home and School. Cloth, illustrated, 306 pp. Price, \$1.25 net. Thomas Y. Crowell Company, New York.
- CHITWOOD, OLIVER PERRY. "The Immediate Causes of the Great War." Cloth, xv-270 pp. Price \$1.50 net. Thomas Y. Crowell Company, New York.
- WILLIAMS, OSCAR H. "Syllabus of European History." Paper, maps, vi-97 pp. Price, 40c. American Book Company, New York, Cincinnati, Chicago.
- WOODBURN, JAMES ALBERT, and MORAN, THOMAS FRANCIS. "The Citizen and the Republic." Cloth, illustrations, xlvi-389 pp. Price \$1.50. Longmans, Green & Co., New York.
- BISHOP, AVARD LONGLEY, and KELLER, ALBERT GALLOWAY. "Industry and Trade." Historical and descriptive account of their development in the United States. Cloth, illustrations, vi-426 pp. Price, \$1.32. Ginn & Company, Boston, New York, Chicago.
- BURCHARD, LOUISE. "First Aid to Voters." Paper, 63 pp. Price, 75c. Louise Burchard, Schenectady.
- HODGDON, DANIEL R. "An Elementary General Science." For the 7th and 8th Grades, and 1st Year Junior and High Schools. Cloth, illustrated, 553 pp. Price, \$1.50. Hinds, Hayden & Eldredge, Inc., New York.
- KREBS, HENRY C. "Being A Good Teacher." Cloth, 153 pp. Price 75c, Postpaid. Hinds, Hayden & Eldredge, Inc., New York.
- LIPPITT, LOUISA C. "Personal Hygiene and Home Nursing. A Practical Text for Home and School Use. Cloth, illustrated, vii-256 pp. Price, \$1.28. World Book Company, Yonkers-on-Hudson, N. Y.
- ALLEN, CLIFFORD G. "Fabulas Y Cuentos." A Spanish Reader. Cloth, illustrated, viii-180 pp. Price 88c. World Book Company, Yonkers-on-Hudson, N. Y.
- JESCHKE, HARRY. "Beginners' Book in Language." Cloth, illustrated, 183 pp. Price, 48c. Ginn & Company, Boston, New York, Chicago.
- SPEARE, MORRIS E. and NORRIS, WALTER B. "World War Issues and Ideals." Readings in Contemporary History and Literature. Cloth, xi-461 pp. Price, \$1.40. Ginn & Company, Boston, New York, Chicago.
- MONROE, WALTER SCOTT. "Measuring the Results of Teaching." Cloth charts, xviii-297 pp. Price, \$1.60 net. Houghton Mifflin Co., Boston, New York, Chicago.
- DAVIS, SHELDON EMMOR. "The Work of the Teacher." Cloth, xv-342 pp. Price, \$1.30. The Macmillan Company, New York.
- WARNER, AMOS G. "American Charities." 3rd Edition, Revised by Mary Roberts Coolidge. Cloth, xvii-541 pp. Price, \$2.50 net. Thomas Y. Crowell Company, New York.
- RITTENHOUSE, CHARLES F. "New Modern Illustrative Bookkeeping." Introductory Course. Cloth, vouchers, forms and blanks, 152 pp. Price \$1.20. American Book Co., New York, Cincinnati, Chicago.
- DANN, HOLLIS. "Junior Songs." Cloth, 207 pp. Price, \$1.00. American Book Co., New York, Cincinnati, Chicago.
- SCHOCH, PARKE, and GROSS, MURRAY. "Elements of Business." Cloth, illustrations, 216 pp. Price, 88c. American Book Co., New York, Cincinnati, Chicago.
- SMITH, ELEANOR, and FARNSWORTH, CHARLES H, and FULLERTON, C. A. "The Children's Hymnal." Cloth, 284 pp. Price 80c. American Book Co., New York, Cincinnati, Chicago.
- OGG, FREDERICK A., and BEARD, CHARLES A. "National Governments and the World War." Cloth, viii-603 pp. Price, \$2.50. The Macmillan Company, New York.
- THE UNITED STATES FOOD ADMINISTRATION. "Food Saving and Sharing." Cloth, illustrated, 112 pp. Price, free on request. Doubleday, Page & Company, New York.

Quick Work is Usually Correct Work

Which also proves true in the fitting of teachers to places

On December 17 a Harvard graduate just out of the Service called upon us, renewed his registration, and we sent him to apply at once for a \$2,000 grammar principalship in New Rochelle. On January 5 the superintendent wrote us of his appointment, saying "Mr. ——— is certainly a man of good education and keen intelligence, and I hope that he will meet the requirements of the position he is to fill."

On December 27 a graduate of the Rensselaer Polytechnic Institute, fresh from war work in one of the big munitions plants, came in, stated his qualifications and registered. We had been asked to recommend for the Utica Free Academy a man to teach mechanical drawing at \$1800, which seemed a very good fit for this particular candidate, so we called up the superintendent at once and arranged an interview, and in the course of two weeks the appointment was made.

The effort on the part of these two men was reduced to the minimum because both they and the schools to which they were recommended relied upon the Agency's backing.

On December 28 we recommended for physical training in Ellicottville a teacher whom we had placed before and who had written us on December 16 that she was free to accept a position. On December 30 she received the appointment at \$1150.

Try our Agency this year for results, and often Quick Results.

The School Bulletin Teachers Agency

C. W. BARDEEN, Manager, SYRACUSE, N. Y.

Before Purchasing SCHOOL FURNITURE

Do not fail to send for our catalog and prices of

Movable Chair Desks

Tablet Arm Chairs

Combination Desks

Auditorium Chairs

Teachers' Desks

Portable Folding Chairs

"EMPIRE" furniture means QUALITY

EMPIRE SEATING COMPANY, Inc.

430 East Main Street, Rochester, N. Y.

Your pupils can visualize the first steps in number work
more readily by the use of

BRADLEY'S EMBECO PERCEPTION CARDS FOR NUMBER WORK



This excellent perception number work will be found of great help to the primary teacher in familiarizing the child with all number combinations from 1 to 10. There are twenty-four cards, printed with domino design on strong, durable manila stock, with one inch dots. Reverse side of card is printed in large italic figures, which form a key for the teacher while using the domino side for review.

Printed in dark green ink—these cards are easily discernible from all parts of the schoolroom. Size of card $6\frac{7}{8}$ x 10 inches. Put up in strong box.

Price, per box, \$0.60; mailing weight 1 lb. 3 oz.

MILTON BRADLEY COMPANY, SPRINGFIELD, MASS.

The Journal

of the New York State
Teachers' Association



Published Monthly at Rochester by
The New York State Teachers' Association

March, 1919

The Journal

of the New York State Teachers' Association

Entered as second-class matter at the Post Office, Rochester, N. Y., February 17, 1914. Acceptance for mailing at special rate of postage provided for in section 1103, Act of October 3, 1917, authorized September 12, 1918.

Published monthly by the New York State Teachers' Association on the 15th day of January, February, March, April, May, June, October and November, at 5 South Water Street, Rochester, N. Y.; A. G. BROOKS, Publisher.

EDITORIAL COMMITTEE: GEORGE M. FORBES, University of Rochester; GEORGE P. BRISTOL, Cornell University, Ithaca; RICHARD A. SEARING, North Tonawanda.

CHANGE OF ADDRESS. Members of the Association and subscribers should notify the Secretary, Richard A. Searing, North Tonawanda, promptly of any change of address.

COMMUNICATIONS should be addressed to the Secretary, Richard A. Searing, North Tonawanda.

SUBSCRIPTION PRICE for the JOURNAL to all who are not members of the New York State Teachers' Association is \$1.50 per year, eight issues. Postage is prepaid.

ADVERTISING. Application for advertising space and rates should be made to the Publisher, A. G. Brooks, 5 South Water Street, Rochester.

NEW YORK STATE TEACHERS' ASSOCIATION

Officers, Nineteen Hundred Nineteen

President—JUDSON S. WRIGHT, Falconer.

Vice-President—H. D. DE GROAT, Cortland.

Secretary—RICHARD A. SEARING, North Tonawanda.

Treasurer—W. H. BENEDICT, Elmira.

Executive Committee: Terms expire in 1919—DR. A. C. THOMPSON, Brockport; HOWARD G. BURDGE, Wellsville. Terms expire in 1920—MRS. ROSE MINNICK, Glens Falls; C. EDWARD JONES, Albany. Terms expire in 1921—DR. H. S. WEET, Rochester; W. E. PIERCE, East Aurora.

Ex-Officio Members—President JUDSON S. WRIGHT, Secretary RICHARD A. SEARING, Treasurer W. H. BENEDICT.

Committee on Legislation—Chairman, JOHN A. DE CAMP, Utica; DANIEL J. KELLY, Binghamton; DR. A. R. BRUBACHER, Albany; DR. C. EDWARD JONES, Albany; MRS. ROSE MINNICK, Glens Falls.

Committee on Teachers' Welfare—Chairman, DR. THOMAS D. WOOD, Columbia University, New York City; DR. CLINTON MCCORD, Albany; HENRY D. HERVEY, Auburn; MISS SOPHIE BECKER, Buffalo; MISS MABEL SIMPSON, Rochester; MRS. DOROTHY CONNOLLY, Jamestown; SUPT. L. W. SWAIN, Westfield; DR. A. R. BRUBACHER, Albany; EDWARD F. BROWN, New York City.

Special Committee on Teachers' Pensions—DR. A. R. BRUBACHER, Chairman, Albany; SUPT. RAY P. SNYDER, New York Mills; MISS ADA M. BAKER, North Tonawanda.

SECTION CHAIRMEN—1919

Classical Section—Pres., GEORGE D. KELLOGG, Union College, Schenectady; *Commercial*—Pres., G. M. YORK, State College for Teachers, Albany; *Elocution*—Pres., H. M. TILROE, Syracuse University; *English*—Pres., A. B. SIAS, West High School, Rochester; *Evening Schools and Americanization (Evening School and Immigrant Education Sections combined)*—Pres., W. C. SMITH, State Education Dept., Albany; *Fine, Industrial and Household Arts*—HARRY W. JACOBS, Buffalo; (a) *Fine Arts*—Vice-Pres., EUNICE PERRINE, State College for Teachers, Albany; (b) *Household Arts*, Vice-Pres., MARION VAN LIEW, State College for Teachers, Albany; (c) *Industrial Arts*—Vice-Pres., ALFRED BINGHAM, 192 Waverly St., Buffalo; STEWART F. BALL, Buffalo; *History Association*—Pres., EDWARD P. SMITH, High School, North Tonawanda; *The New York State School Hygiene and Physical Education Association, meeting as a section of the New York State Teachers' Association*—Pres., LORRENCE S. HILL, 815 Myrtle Ave., Albany; *Kindergarten*—Pres., EDITH GRAVES, Fredonia; *Librarians' Section*—Pres., ALLEN ABBOTT, Columbia University, New York City; *Mathematics*—Pres., E. ARNOLD, State Education Dept., Albany; *Modern Language Association*—Pres., DR. JONAS, New York City; *Music*—Pres., MISS EMMA J. DEVENDORF, Gloversville; *Normal and Training Schools*—Pres., GRANVILLE B. JEFFERS, President, Training School, Schenectady; *Penmanship*—Pres., AL E. BENBOW, Schenectady; *Primary*—Pres., LUTHER N. STEELE, Canandaigua; *Rural School*—Pres., SUPT. M. B. FURMAN, East Rochester, 2nd Dist., Monroe Co.; *Section of New York State Council of Elementary School Principals and Teachers*—Pres., NATHANIEL G. WEST, School No. 6, Rochester; *Science Section*—Pres., B. O. BURGIN, Albany High School; *School Administration*—Pres., CHAR S. WILLIAMS, Hudson; *Subnormal and Backward Children*—Pres., LEILA MARTIN, Dept. of Education, Rochester; *N. Y. State Science Teachers' Association*—Pres., H. A. CARPENTER, West High School, Rochester; Sec.-Treas., E. E. FORD, West High School, Rochester.

*From
Pinafore
to
Cap and Gown*



In Every Year of School Life

**BRADLEY
Standard Water Colors**

are used and appreciated wherever the best in art work is sought. They are made for educational work, originated as part of the greatest scheme of color education ever devised, and have become a permanent part of the educational courses adopted by progressive educators.

BRADLEY WATER COLOR BOXES

provide many styles and assortments,
for all school purposes

BRADLEY COLORS IN TUBES

are unexcelled in quality for high grade art work
in school or studio

BRADLEY DRY CAKES

are famous for their color values, easy washing
and perfect spreading qualities.

BRADLEY TONAL TEMPERA COLORS

liquid in jars, semi-moist in tubes, provide a superior medium for finest art work in posters and design

*Write for illustrated circular of Bradley
Water Colors and Crayons*

Milton Bradley Co., Springfield, Mass.

Boston New York Philadelphia San Francisco
Atlanta Chicago: THOMAS CHARLES Co., Agents
Kansas City: HOOVER BROS., Agents
Toronto: GEORGE M. HENDRY Co., LTD., Agts.



CORNELL UNIVERSITY

The Twenty-Eighth Summer
Session and Summer Term in
Arts and Sciences

July 5-August 15

offer to teachers and to students
enlarged opportunities for study in
substantially all college subjects.
Provision also for graduate work.
Complete University facilities:
libraries, laboratories, shops, farms.
Beautiful surroundings at head of
Cayuga Lake.

Full Announcement on request to Sec-
retary of Summer Session, Ithaca, N.Y.

New *vitamine* *imagist*
lorry *air hole*
Words *camouflage*
cloverleaf *poilu*
questionnaire
junior high school *brissance*

and hundreds more have been added to

WEBSTER'S NEW INTERNATIONAL

DICTIONARY. For the first time you can
find authoritative answers to your questions
about all these new terms.

Facts are demanded as never before. Exact
information is indispensable.

And never before was the
NEW INTERNATIONAL
so urgently needed in school
work: never before was it
procurable at a price so rela-
tively low.



*Regular and India-
Paper Editions.*

Also WEBSTER'S COLLEGIATE, Third Edition.
A New Book. 1248 Pages. 1700 Illustrations.

Write for Specimen Pages. Free to teachers, a new booklet,
"Use of the Dictionary--Games with the Dictionary."

G. & C. Merriam Co., Springfield, Mass.



REVISED EDITIONS OF ALDINE READING

THE revision of the Aldine Readers has been made in the light of
the most modern, most up-to-date psychology and pedagogy, re-
taining all the best features of previous editions and adding new,
attractive, scientific features which cannot fail to appeal to the discrimi-
nating, progressive teacher. The series is now complete through the
first four years under the following titles:

PRIMER	Revised Edition, 1916
BOOK ONE	Revised Edition, 1916
BOOK TWO	Revised Edition, 1918
BOOK THREE	Revised Edition, 1918, Pupil's Edition
BOOK THREE	Revised Edition, 1918, Teacher's Edition
BOOK FOUR	Revised Edition, 1919, Pupil's Edition
BOOK FOUR	Revised Edition, 1919, Teacher's Edition
LEARNING TO READ—A MANUAL FOR TEACHERS	Revised Edition, 1918

The Revised Manual is more extended and comprehensive than the old edition, and takes up in
more detail the lessons in Book One and Book Two, giving suggestions which are invaluable to the
experienced teacher and indispensable to the inexperienced. While the Manual stops with Book Two,
the Teacher's Editions of Books Three and Four contain many instructions, hints, and suggestions to
the teacher as to the presentation and development of each lesson in the books, which themselves
contain a valuable new feature in the questions and suggestions to pupils, under the title, Learning to
Study and Think.

73 Fifth Ave., New York **NEWSON & COMPANY** 623 So. Wabash Ave., Chicago

Standardizing on Gregg Shorthand



The dark areas of the map show the percentage of cities and towns in each state whose high schools teach Gregg Shorthand exclusively; white areas all other systems combined.

79.85% Gregg Shorthand

20.15% all other systems

Gain of Gregg Shorthand over all other systems in one year, 20%

Gregg Shorthand has been indorsed by exclusive adoption by more than 9% of the Boards of Education whose high schools teach shorthand because experience shows that it is

**EASY TO LEARN EASY TO WRITE EASY TO READ
SUPERIOR IN SPEED TEACHABLE**

Gregg writers have been awarded speed certificates from the National Shorthand Reporters' Association for speeds up to 268 words a minute. Not more than half a dozen writers of all other systems have ever equaled this speed in the National or International Contests—and these have had from two to seven times the experience of the Gregg writers.

Send for "Commercial Educational Statistics" compiled by the Librarian of the Department of Business Education, National Education Association—free.

THE GREGG PUBLISHING CO., New York, Chicago, San Francisco

SYRACUSE UNIVERSITY SUMMER SESSION July 7th—August 15th

GRADUATE, COLLEGE, and ELEMENTARY COURSES

Physical Education in all branches to meet requirements of New York State Syllabus.

Methods of Teaching Secondary School Subjects as practiced in the most modern schools: Oral English, English, Mathematics, Science, etc. Teaching staff includes heads of departments from larger high and normal schools as well as members of regular faculty.

Spanish, Conversational French, History, Public Health Nursing, etc., to meet present demands.

Pedagogy: Courses to meet requirements of the State Teachers' Examinations for college graduates.

Fine Arts Courses, Painting, Drawing, Design, Vocal Music, Instrumental Music, Methods.

TUITION, \$25.00

BOARD AND ROOM, FROM \$7.50 A WEEK UP

For further information, write to
M. ELLWOOD SMITH, Director

The Backward Child

A Study of the Psychology and Treatment of Backwardness. A PRACTICAL MANUAL FOR TEACHERS AND STUDENTS.

By **BARBARA SPOFFORD MORGAN**

With an introduction by

ELIZABETH E. FARRELL, Superintendent of Ungraded Classes, New York City.

provided that this successful system be extended to the rest of the State.

Mrs. Morgan's book will be of great service to any educator in New York State who, in any capacity, is coming in contact with this extension of the ungraded classes to other cities and towns of the State.

The material in the volume is based upon the verification of an experimental clinic conducted for two years in New York City in which the children were tested and then trained in that particular deficiency which had been revealed by the preliminary examination. 12 mo, 263 pp. Price, \$1.50 net.

EDUCATIONAL DEPARTMENT

G. P. PUTNAM'S SONS, PUBLISHERS

2 W. 45th St., NEW YORK

FOR THE TEACHER OF THE UNGRADED CLASS

LAST year the New York State Legislature passed the Lockwood Bill, providing for a state-wide training of children who are mentally defective. The ungraded class system which has been in effect in New York City has become the model for the rest of the country. The Lockwood Bill

TEACHERS' AGENCY DIRECTORY

The following is a reliable list of Teachers' Agencies to whom superintendents of schools and school board members may apply at any time for the filling of any position.

KELLOGG'S AGENCY, 31 UNION SQUARE, NEW YORK

HAS BEEN ESTABLISHED 25 YEARS.

This agency makes a constant search for high grade teachers and recommends with care. Only superior teachers are accepted. Teachers are supplied all the year round. If you need a good teacher or know where one is wanted, send particulars. **THE ACTIVE, GENEROUS WORK OF THIS AGENCY HAS SATISFIED THOUSANDS OF TEACHERS.**

Interstate Teachers' Agency

501-503 Livingston Building,
ROCHESTER, N. Y.

The manager of this agency has had twenty years' experience as teacher and superintendent of schools, and ten years' successful experience as manager of a rapidly growing agency. He personally selects and recommends candidates with care. The success of this agency is vouched for by many of our best superintendents, college presidents and normal school principals. Send for circular.

T. H. ARMSTRONG, Proprietor

HARLAN P. FRENCH, President

WILLARD W. ANDREWS, Secretary

ALBANY TEACHERS' AGENCY, Incorporated

Supplies Schools of All Grades with Competent Teachers.

Assists Teachers in Obtaining Positions

We receive calls for wide-awake and progressive teachers from every State in the Union, and we want more such teachers upon our list. **NOW IS THE TIME TO REGISTER** **SEND FOR BULLETIN** 81 Chapel Street, Albany, N. Y.

Albert TEACHERS' AGENCY

NEW YORK
DENVER
SPOKANE

ADDRESS ANY OFFICE

34TH YEAR

487 Fifth Avenue
Symes Building
Peyton Building

25 E. Jackson Blvd., Chicago

Our booklet "Teaching as a Business" with timely chapters on Peace Salaries, Prospects, Critical Letters of Application, etc., sent **FREE**.

SPECIALISTS' EDUCATIONAL BUREAU

TEACHERS, GET A BETTER POSITION. Try the "Bureau for Specialists." Registers College Graduates exclusively (vocational teachers excepted). No grade school positions. Fills the better places only. Covers all States. **ASK FOR DETAILS.**

1504 S. GRAND AVE., ST. LOUIS, MO.



Thurston Teachers' Agency

Short Contract. Guaranteed Service. Write for our Free Booklet How to Apply. 26th Year
E. R. NICHOLS, Mgr. 221 S. Mich. Ave. CHICAGO, ILL.

CLARK TEACHERS AGENCY

YOU JOIN PERMANENTLY FOR ONE FEE—ALL 7 OFFICES



B. F. CLARK
Founder—29th Year

Spokane, Wash.
Cham. of Com. Bldg.
Paul S. Filer

New York
Flatiron Bldg.
E. L. Gregg

Kansas City, Mo.
N. Y. Life Bldg.
Dr. J. H. Hill

Baltimore
Munsey Bldg.
H. E. Smith

St. Paul, Minn.
Exchg. Bank Bldg.
Dr. T. Morey Hodgman

Chattanooga, Tenn.
Temple Court Bldg.
E. E. Black

CHICAGO, Steinway Hall

B. F. Clark Maj. H. D. Bargeit C. E. Lutton (Music)

"SHORT UNDERSTANDABLE CONTRACT"

The Study of Industries and Occupations

The high school curriculum is being rapidly readjusted to meet modern needs. Community civics, economics, and social problems are among the most popular and most important subjects now being taught in modern progressive high schools. The study of occupations or vocations, too, is demanding and finding a place—where the aim of the school is really preparation for citizenship and service.

VOCATIONAL CIVICS

By F. M. Giles, Principal of the Township High School, DeKalb, Ill., and Imogene K. Giles, Teacher of Vocations, High School, Cicero, Ill. 252 pp. Price \$1.30.

The sub-title of this book is "A Study of Occupations as a Background for the Consideration of a Life Career." This describes it. It is a practical text-book on occupations—the outgrowth of several years experience in teaching the subject. It is adapted to use in the first year, where in many high schools the subject is taught following a half year of community civics, but may be used equally well elsewhere in the course.

THE MACMILLAN COMPANY

64-66 Fifth Avenue, NEW YORK



The Riverside Readers

Illustrated by

Ruth Mary Hallock, Maginel Wright Enright, Clara E. Atwood, E. Boyd Smith, Howard Pyle, and Other Notable Artists



THESE books are distinguished for the large amount of copyright material from the best modern authors, as Burroughs, Sill, Thaxter, Kate Douglas Wiggin, Warner, Howells, Joel Chandler Harris, F. Hopkinson Smith, Dallas Lore Sharp, Eva March Tappan, Frank Dempster Sherman, Mary Johnston, and others.

The series embodies *the best teaching methods*. It thoroughly covers the mechanics of reading, yet the child does not know it, so well is that disguised under interest and literary charm. Hence, children love to read the books over and over again, thus inculcating a taste for good literature that henceforth is an active influence in fashioning their thought.

Adopted in Eight States

Books of the series are in use in over two thousand cities and towns throughout the country, exclusive of State adoptions

4 Park Street
Boston

HOUGHTON MIFFLIN COMPANY

New York
Chicago

Digitized by Google

Regents Questions and Answers

No, the Progressive Series of Questions and Answer Books do not displace the teacher nor hinder the pupil's mental growth, but these books do save a whole lot of valuable time that can be applied to the more important work of teaching and supervising study. *Write for circulars.* Now ready—

Algebra—Elementary
Algebra—Intermediate
Arithmetic
Commercial English

English Grammar
Bookkeeping, Elementary
Bookkeeping, Adv.
American History

Physiology and Hygiene
Spelling and Dictation
Stenography Dictation
Typewriting, Business Eng.
and Office Practice

“How to Pronounce the Names in Shakespeare”

The only book of its kind. 387 pages, list price \$1.50

Provides an alphabetical pronouncing dictionary of every name in the lists of characters of all the plays and also of the many proper names found in the plays, with explanation of the meanings where reference is made to mythological characters. The book presents separately the complete Dramatis Personæ of each play—as well as a great deal of material helpful to every reader, student, actor and teacher of Shakespeare, and should be owned and studied by all such.

The International Pronouncing Dictionary

The only book of its kind, edited by Paul Passy and George Hempl, is a standard French Dictionary
1289 pages, list price \$4.00.

We carry unexcelled Geographies—Arithmetics—Spelling—General Science

HINDS, HAYDEN & ELDREDGE, Inc., 11 Union Square, New York

JOHN C. ROCKWELL, New York State Representative

Peace Gardens for 1919

We need, and we *want*, the school garden just as much in 1919 as in 1918. Was your garden in some respects a failure last year? Then find out what the trouble was and do better in 1919. GARDEN STEPS will insure success to your peace garden.

GARDEN STEPS By ERNEST COBB Profusely Illustrated

Tells just what you need to know about every vegetable crop which it is practicable for the amateur to raise.

Designed for systematic classroom instruction, in preparation for or in connection with the outdoor work.

Is simple and interesting in style, so that it can be used and enjoyed by the children themselves.

Supplies special chapters on soils, fertilizers, tools, sprays and poisons—also on canning and preserving.

Is endorsed by agricultural experts

SILVER, BURDETT & COMPANY

BOSTON

NEW YORK

CHICAGO

SAN FRANCISCO

The Journal

of the New York State Teachers' Association

VOLUME 6

MARCH 15, 1919

NUMBER 2

CONTENTS

	PAGE
ADEQUATE COMPENSATION FOR TEACH- ING SERVICE IN PUBLIC SCHOOLS <i>D. B. Waldo</i>	41
WHAT THE WAR HAS DONE FOR METH- ODS IN VOCATIONAL EDUCATION <i>William J. Bogan</i>	44
SOCIAL DEMOCRACY <i>Adam Walker</i>	47
WHAT THE WAR SHOULD DO FOR OUR METHODS IN PHYSICAL EDUCATION <i>E. H. Arnold</i>	53
EDUCATION OF THE IMMIGRANT <i>Randall J. Condon</i>	57
ENGLISH <i>Edwin L. Miller</i>	59
THE HUMAN ELEMENT IN EDUCATION <i>Lewis Chase</i>	62
KNOWLEDGE ALONE NOT SUFFICIENT <i>Frank O. Lowden</i>	67
SUPERVISION IN A SMALL CITY SYSTEM <i>R. B. Irens</i>	69
AMERICAN BACKWARDNESS IN THE PRO- FESSIONAL PREPARATION OF TEACH- ERS <i>W. G. Bagley</i>	71
WHAT THE WAR SHOULD DO FOR OUR METHODS IN GEOGRAPHY <i>J. Paul Goode</i>	75
STATE DEPARTMENT OF EDUCATION <i>Lloyd L. Cheney</i>	78
BOOK NOTICES	80
BOOKS RECEIVED	80

Published by the New York State Teachers' Association
Rochester, N. Y.

THREE RECENT HISTORIES

OF

UNCOMMON MERIT

Hart's School History of the United States

By Albert Bushnell Hart, LL.D., Professor of Government, Harvard University.

539 pages. 16 full-page illustrations in color.

MORE than any other history of its grade this textbook gives young people a new and broader understanding of our true relations, both past and present, with other countries. Decidedly patriotic, it is yet devoid of "spread-eagleism." It is entertaining in style, well-balanced in proportions, attractive in its illustrations. A very appealing and inspiring book for the higher elementary grades and junior high schools.

Hart's New American History

By Albert Bushnell Hart, LL.D. 710 pages. With illustrations and maps.

WRITTEN after the War began and distinguished by the same breadth of vision, the same stimulating patriotism, the same freedom from prejudice, the same absence of provincialism, the same masterly, judicial explanation of long-standing misconceptions, that have made this author's School History so admired and widely used.

The social conditions at different periods in the country's history, the economic features, politics, military affairs, and above all the great men and women who have in any way contributed to national advancement—all these are given their place in this vigorous book for high schools.

McKinley, Coulomb & Gerson's School History of the Great War

By Albert E. McKinley, Professor of History, University of Pennsylvania, Charles A. Coulomb, District Superintendent of Schools, Philadelphia, and Armand J. Gerson, District Superintendent of Schools, Philadelphia. 192 pages. With numerous maps.

A TIMELY NEW BOOK which explains the causes and traces the progress of the War. It will enable teachers to bring home to students the lessons of the War and to interweave the teaching of patriotism with the most recent American history.

It is an historical narrative covering the course for Grades Seven and Eight and was written by the authors of an "Outline of an Emergency Course of Instruction on the War," published by the United States Bureau of Education in August, 1918.

AMERICAN BOOK COMPANY

New York

Cincinnati

Chicago

Boston

Atlanta

The Journal

of the New York State Teachers' Association

MARCH, 1919

ADEQUATE COMPENSATION FOR TEACHING SERVICE IN PUBLIC SCHOOLS

D. B. Waldo, President, Western State Normal School, Kalamazoo, Mich.,
Before Department of Superintendence, Chicago

THE Allies have won the world war. The Central Powers have lost. Militarism for the time is checked, crushed, we hope. Democracy in varying stages of advancement is triumphant—triumphant in terms of armed force. After more than four years of savage combat, democracy is safe; at least, those who advocated its principles have not been submerged or crushed.

It is not my purpose to linger with any bromide elucidation that a genuine democracy is a community of informed, educated, thinking men and women, nor shall I dally with any expansion of the bald statement that public school training is essential to the security and perpetuity of our American democracy. It is so. Let that suffice. Also it is true that the personnel of the teaching force determines and measures the value of public school training. Personal attractiveness, character, culture, academic and professional training, all are involved.

The personnel of the teaching force is closely related to the compensation paid. There is a direct relationship between money compensation and the quality of teaching. In the long run, the community gets what it pays for. In the long run children are not given a square deal where the compensation to teachers is inadequate.

II. Adequate compensation means more than an existence wage. It means more than a living wage. It means a culture wage, a thrift wage, and provides annually purchasing power sufficient to pay for the following items:

(1) Food, clothing, housing, and laundry. (2) Incidental essentials,—a long list of, these from the purchase

of which there is no escape in modern organized society. (3) Medical, dental, and sometimes surgical care. (4) Insurance against fire and against death. (5) Church expenses and contributions to legitimate organized charity. (6) Since 1917 subscriptions to war relief funds and purchases, on credit usually, of liberty bonds. (7) For a high percentage of all teachers, women as well as men, contributions to family support. (8) Social and professional growth. This will include—(a) necessary expenditure of money for reasonable social life, (b) books, magazines and newspapers, (c) reasonable expenditure for music, art, and theater, (d) membership expenses of educational associations and the expenses of attending local, state, and national meetings, (e) travel, including lesser trips, and occasional extended trips in the United States and abroad, (f) additional schooling in teacher institutions, technical schools, colleges, and universities. (9) A reserve fund for investment against the non-productive period. A thrift wage will make it possible for the teacher to place \$300 a year or more in interest or income bearing investments.

Trained teachers for the grades should now be paid an initial salary of not less than \$1,000 and this should advance rapidly under present price conditions to not less than \$1,600. In communities where there is a relatively high per capita accumulation of wealth, the minimum salary should be \$1,200 or more and should advance rapidly to not less than \$2,000.

III. Is adequate compensation provided for public school teaching service?

The answer is most emphatically no. Not a single state in the Union pays its teachers a just wage. This statement could have been made in 1896, and again in 1900. This statement was true in 1913 and since that date, conditions have grown seriously and manifestly worse. Retail prices tabulated by Dun, Bradstreet, the *Annalist*, and the Bureau of Labor indicate an increase of 60 per cent. in the cost of living from July, 1914, to the fall of 1918. The conservative figures prepared by the National Industrial Conference Board indicated that the cost of living increased 52.3 per cent. from July 1914, to June, 1918. This percentage does not represent the actual increase for most of the communities that are represented in this meeting.

The average salary of all teachers in the United States for the year 1916 is given in the report of the Commissioner of Education as \$563.08. The highest average salaries for the year 1915-16, those of California, \$998.45 and New York, \$967.20, are manifestly and pitifully inadequate. The lowest average salaries, those paid by some of the Southern states, leave one stunned. (The report of the Commissioner of Education indicates that in 1913 three Southern states paid average salaries of less than \$300.)

Disreputably unjust also are the salary schedules for a high percentage of teacher training institutions of the United States. There are marked differences, but the average and the median are miserably low. In the year 1913, one of the states of the North Central Division with a large group of normal schools paid to its entire list of normal school instructors an average salary of \$1,476. Five years later in 1918, when living costs had increased 60 per cent., there had been a total average increase of only \$13 for these normal school instructors. An average increase of \$2.50 a year. Of a total of 369 teachers employed in 1913 in the normal schools of this state, 217 had resigned by 1918.

Straws indicate the direction of the wind. Men have been leaving the profession by thousands and tens of thousands. In 1879-80, the percentage of men teachers in the public schools of the United States was 42.8. This percentage had

declined to 19.6 in 1914-15. In the school year 1879-80, 29.2 per cent. of all Michigan teachers were men. In 1914-15, the percentage of men teachers in Michigan had dropped to 13.8. In the year 1879-80, 28.9 per cent. of Wisconsin teachers were men. This percentage had declined to 10.8 in the year 1914-15. These lower percentages in each instance are for a year before our entrance into the war. The war was not responsible for the decline.

The inadequacy of teachers' pay has even become a matter of sorry jest. In a hallway while children were passing said one teacher to another—"A penny for your thoughts." "That's more than the school board will pay," flashed back the second teacher, one of whose chief assets was a saving sense of humor.

Said the bank teller to a teacher who had presented her salary check to be cashed—"I am really very sorry to hand you these old, soiled bills. They are unhygienic and possibly dangerous." "Oh, never mind," replied the cheerful teacher, "Really and truly there is no danger. A microbe couldn't live on my salary." And yet unjust to the teacher as is the present scale of salaries in the American commonwealth, its unfairness to the child is just as great. Fundamentally, the school is not for the superintendent, the principal, the supervisor, or the teacher. The school is for the child.

IV. 1. The inadequacy of teachers' pay is by no means inexplicable. Teaching, unfortunately, is a profession for a minority only of the 600,000 teachers in the United States. Three hundred thousand untrained, and poorly equipped men and women are competing for positions to which they should be entirely ineligible. Lack of professional standards and of legislative enactment, lack of community standards and ideals, crass ignorance of many school boards and other employing agencies have rendered possible this competition of the unfit against those who are trained and equipped. One hundred thousand teachers in the United States are no more than 19 years of age. Three hundred thousand teachers are no more than 25 years of age. One hundred thousand teachers have had no more training than the equivalent of ten grades

in the public schools. Three hundred thousand teachers have had no more training than graduation from a high school.

2. Some superintendents, some school boards, many teachers and a considerable element of the public understand neither the value of education, nor the nature of democracy. In many communities, the ideals of public education are low. Standards have not been set and many administrators who from their official position should be fighting tooth and claw for public school education have really no clear understanding of its importance, and if fighting at all, are fighting feebly.

3. To a considerable extent, the general public is ignorant of the importance and nature of good teaching. The public is educable, however, and under intelligent, forceful leadership responds rapidly to the preachment that personal quality, sound character, and thorough training are essential in high grade public school service and that these qualities must be more adequately remunerated.

4. In too many cases, school boards have been dominated by miniature watchdogs of the treasury who conceive that their official function is to hold down the tax lid rather than serve the community by giving every child his right to a good teacher and good teaching.

5. Too frequently teachers do not know their own value. They have not learned to sell their own services at a fair price. They are not organized, and do not make their claims felt, and sometimes, superintendents are not strictly honest in assisting teachers to know the money value of their service.

6. Some superintendents cater to school boards by employing home girls, who may be listed in what President Swain calls "the part-pay class." Some superintendents have no clear conception as to what their teachers really earn and should command in cash compensation. And some superintendents who know, lack the nerve to put up a fair fight for right and justice. If all of our employers of teachers had the vision, courage, tact, and leadership of those who are at the head of the profession with respect to these qualities, tremendous gain would be effected within two years. In five years,

the tax payers would be giving even-handed justice to the teachers of our children. Too many superintendents sidestep, pussy-foot, and fail to meet courageously the issue of a just salary schedule.

7. The explanation of low salaries is not to be found in our poverty. We are not poor. We are rich. Our national wealth will probably inventory from two hundred fifty billions to three hundred billions of tangible, measurable assets when the census of 1920 has been taken and tabulated. The war has left us richer than we were two years ago. We were able to raise over sixteen billion dollars in four bond issues and the fifth liberty loan of six billion dollars or more will go over the top. The war has barely scratched our resources. These resources are really immeasurable, and yet the problem of just distribution of our wealth has not been solved with respect to the important set of producers,—the school men and school women of the United States.

V. By what legitimate methods may adequate compensation be secured?

1. As rapidly as possible organize at least 100,000 teachers of the United States for a campaign of sound, wholesome propaganda. Then have this organized force make liberal use of the press. We are a very rich nation. Make that known. Education in a democracy is imperative and rests on sound teaching done by trained teachers. Make that known. Teachers are producers and are entitled to a fair share in the distribution of wealth. Make that known. The unskilled teacher, the mediocre personality, is not an asset, but a liability. Make that known. The selected trained teacher returns her salary many fold to the commonwealth. Drive this truth home.

2. Much may be done and must be done in local salary campaigns. The Committee on Salaries of the Michigan State Teachers' Association advocates the following methods of procedure:

- a. Keep down other expenses so that there may be funds for increasing teachers' salaries.
- b. Standardize expenses to the end that all waste in expenditure may be eliminated.

- c. Organize and maintain educational publicity committees of teachers and school patrons. The people want to know what the teachers really need in the way of support in order that the teachers may do their work most effectively.
 - d. Formulate a minimum salary based on living expenses for teachers in your community for twelve months. Give publicity to this minimum and urge upon the teachers and school board members that it is unprofessional, if not immoral, for the teachers to sign a contract for the school year that does not carry with it a wage sufficiently large to cover the actual expenses of the calendar year of twelve months.
 - e. Reprint in your local paper important material bearing on the salary problem.
3. The members of the National Education Association should with united forces back the Smith-Towner Bill and see that this bill with any necessary proper amendments becomes law during the next session of congress.
 4. The fight for higher professional standards should be unrelenting. State legislation providing proper requirements for public school service should be pushed as never before. States that require but six weeks of professional training should go quickly to one year of such training and then to two years beyond high school graduation for all grade teachers.
 5. John Sherman said—"The way to resume specie payments is to resume." The way to raise teachers' salaries is to raise them. A very successful campaigner in raising war relief funds when asked the secret of his committee's success replied, "We hop to it." The time is fully ripe for all school men to "hop to it" in a campaign for decent and just salaries.
- We need more intelligent, aggressive fighters and fighting. Let us hope that those who have been fighting will keep up the fight and by their example and precept inculcate the fighting spirit in those school men who have been neutral or pacifists in this vital vampaign. We need a Roosevelt of preparedness in every school district, in every country, in every village and in every city, large or small. Such men and such women never really fail. For the child of our day, let us now and here highly resolve that this campaign must be fought and won without delay.

WHAT THE WAR HAS DONE FOR METHODS IN VOCATIONAL EDUCATION

William J. Bogan, Principal, Lane Technical High School, Chicago,
Before Department of Superintendence

THE god of war is a great teacher. His lessons are given to the accompaniment of fear, hate, love, idealism and sorrow burning at a white heat. These lessons are fixed in memory by rapine, destruction, and death. With such reminders ever present it would seem that the schools should continue to apply what they have learned under the stress of war, but, unfortunately, the history of civilization proves that the most important teachings of war are quickly forgotten in times of peace.

Vocational education owes much to the Great War, but it remains to be seen whether the lessons will be utilized in peace. Our enemy will utilize these lessons and many others. He is noted for an adaptability that we are inclined to

ridicule. Like Moliere, he believes in taking his own wherever he finds it. By clever adaptation and application of the work of others he will get the effect of originality and invention. One of our besetting sins is the failure to apply our own teachings to our own work.

The war has taught many lessons that should influence our methods in vocational schools but time will be taken to touch on a few only.

The war has performed a great duty toward vocational education by proving that the public schools are able to give a very practical type of work with enough of the spirit that quickeneth to make an independent, self-supporting, cultured American citizen, able and willing to fight for his ideals with gun, gas, bare fist, or

brass knuckles. To many this information will be surprising, for it was not long ago that men went up and down the land preaching the folly of vocational education in the public schools and the beauty of a separate system as exemplified in that ideal state, Germany. Have you forgotten how Germany cared for her boys like a loving parent? (Girls were not considered.) Have you forgotten that ninety per cent. of her school children were driven like cattle over the same runway? The American boy with less efficiency, perhaps, but with much more spirit will meet that kind of competition and defeat it whenever he puts his mind to the task.

When the United States declared war every school in the land was virtually at the disposal of the government. By a stroke of genius an unprepared nation was turned to the tasks of war. The schools, casting aside tradition and precedent and working in harmony with the officers of the army, the navy, and the industries turned out the kind of product that was asked for and in a remarkably short time.

One of the most important lessons taught in these schools was respect for manipulative skill in shop and drawing rooms. The educator in his ignorance frequently ridicules skill. He regards it as a blight that must be removed at any cost. He is forever preaching that the mechanical process must be discontinued when the pupil approaches the stage of skill; for when the pupil acquires skill there is no further educational value in the work. This troubled educator need not worry. The pupil who reaches the skilled stage is rare. If you doubt this statement ask the pupils after they have made a typical pattern or a piece of school furniture in the classroom to repeat the process from design to finished object without aid of any kind from teacher or fellow pupil. The failures will prove that the pupils have not yet degenerated into skilled mechanics. They are still in the education stage. Who can draw the dividing line between skill and education? Surely the pupil has not acquired an oversupply of skill until he is able to make a reasonably difficult article with economy of time and effort and without help from

others. The tremendous waste of material in war time has proved over and over the need for greater skill among pupils of our school. It is often said that trades cannot be taught in the school. Using "school" in its broadest sense it may be truly said that the school is the only place where trades can be taught. Through a long period of apprenticeship in factory and shop, trades may be "picked up" through a process of sweeping, fetching, carrying, running chores and observing, but to acquire a trade with related science, drawing and mathematics the pupil must be taught by teachers whose business it is to teach.

War has shown that the vocational schools must turn out a commercial product. The day of the fancy glove box made for mother and usually finished by mother has gone by. The schools cannot afford to build for the waste basket or junk pile. Economy of time and material may not have been taught during the war but it has been taught by the war. Much of the success of the army vocational schools was due to the fact that every student knew his product was to be put to practical use. Tasks that had been drudgery became interesting under the stimulus of reality.

The war has taught the value of speed in school shops. Formerly there was much lost time and waste motion. For years boys had dawdled in the shops as if life were eternal and the necessity for earning a living only an annoying possibility. Time was no object. The padding of subjects and courses became an art in itself. The drawing necessary for butcher, baker and candlestick maker was based upon and closely resembled the course for architects. A carpenter who longed for a knowledge of the steel square was forced to digest the five orders of Greek architecture as a prerequisite. Our training for thrift should include time as well as food and money. With the submarine preparing to fire another torpedo at the helpless ship an elaborate toilet should not be considered by the passenger. The wise man strips off non-essentials in such an emergency and jumps. The schools should adopt the same guiding principle. A serious defect in the schools was their practice of

forever digging broad foundations—and shallow. These foundations were planned so broad and on so extensive a scale that the builders rarely had time to begin work on the superstructure. If the German Mars had played the war game fairly the schools might yet be digging broad foundations; but with an unscrupulous enemy knocking at the gates they were forced to build upward on the chance that the foundations would hold.

The war has taught the value of intensive shop and drawing courses planned for a specific need. The army vocational schools have proved the value of long, daily periods in the shop. The intensive training given for eight hours a day over a period of eight weeks gave remarkable results. This plan is probably not feasible in its entirety in the schools under ordinary conditions but it points the way to a better system. The doubling, tripling or quadrupling of periods adds greatly to the effectiveness of the work by eliminating loss of time in changing from class to class and machine to machine.

The war has demonstrated the need for co-operation between the schools and industry. Unless the schools keep pace with industrial development they will be discredited and their value will be seriously reduced. The isolation of the schools tends towards a worship of tradition. To illustrate: After the war was well under way the war department issued a call for mechanics, giving the proportion that would be needed from each trade. For this draft the automobile tradesmen led, with a percentage of seventy. Strange as it may appear very few schools in the country except private ones had ever regarded the automobile as a subject for thorough study in its theoretical and practical aspects. During the war new schools with complete equipment had to be opened in all sections of the country for this purpose. For years the school had watched the development of the automobile as a thing apart from school work. It was interesting to be sure but it had no place in the course of study. These schools had followed the traditional programme of the manual training high school of the eighties and some are doing it yet. The automobile announced its coming with

foul odors, loud noises and sudden death, but the schools dozed on.

War has taught another interesting lesson, namely, that school boys are often equal to the responsibilities of men. The Civil War was fought by boys, the Great War was fought by boys and very young men. Their work has proved that boys thrive under the pressure of responsibility. The schools have preached "The child is father to the man" but they have practiced "Once a child always a child." Many schools give toys for realities—toy work, toy thoughts and toy responsibilities up to the day of graduation. The day after, the graduate meets real responsibilities without preparation. It speaks well for his character that he so often succeeds. We have seen during the last year immature boys whom the schools had never considered responsible go forth with high motives and with a smile give up for an ideal the life which seemed so full of the promise of happiness and achievement. Surely the war has proved that boys of 16 to 18 years can be trusted to bear the responsibilities that devolve upon men. Therefore, the schools should place upon its older pupils genuine school responsibilities that will prepare for the responsibilities of life.

Can the school ignore the lesson of the war? Only a few have been mentioned but there are scores of others. Many of the needs of war are the needs of peace but in condensed form. Vocational education has had the opportunity to prove its worth to a doubting world as if by a miracle. To keep the confidence of the people it must minister to needs long neglected by the schools. It must aid in giving every boy and girl throughout the land the power to earn a living and the culture to enjoy it.

If your word is worth a hundred cents on the dollar, your reputation will be as good as gold.

Concentrate your efforts, for concentration means accuracy, and accuracy means efficiency.

When difficulties confront you, meet them, greet them, beat them.

SOCIAL DEMOCRACY

Prof. Adam Walker, New York State College for Teachers

ONE of the problems encountered by whoever makes bold to speak upon any social fact is that of determining whether that fact is an isolated one and therefore worthy of little attention or bound up as cause or sequence with other matters and therefore worthy of considerable attention. He must also determine whether that, which occupies his time, and that of his hearers, is in the nature of a brain-storm and temporary or whether it is one of those great glacial movements which proceed in the depths and are eternal in their consequences. These are often very difficult to detect. Late in the 17th century a great fire broke out in London which destroyed a very large portion of the city and so fixed itself in the imaginations of the people that even yet the phrase, "London fire" is a kind of synonym for destruction. Late in the same century the Bank of England received its charter from the government and soon after began its career. The former event so spectacular and enthralling had no very far reaching results; the latter, hardly noticed at the time outside a little interested circle, has had a formative influence financially not only upon the British Empire but upon the Occidental world; and stands to-day at the very pinnacle of its power exercising a function so far reaching that future historians may assign to it the role of casting the die between liberty and despotism in the present struggle. There was, no doubt, much interest in and talk about certain individuals and events in the Roman World 1900 years ago and yet the doings of those individuals and those events have mostly passed into the discard. But in a distant province, a certain obscure carpenter before he paid the death penalty for his radicalism, gave utterance to certain principles and comported himself in such a manner that a cult came into being with the life and teaching of this carpenter as its foundation; and this cult has grown until to-day it embraces the Occidental world and its adherents have laid out for themselves no less a programme than the

christianization of the whole world. This is a glacial movement. How stands democracy in this respect? Is it to be temporary, passing, or is it a profound social movement destined to permanency and a glorious future? There are not wanting holders of each of these views. W. H. Lecky, the English historian, satisfied himself and no doubt many others that democracy was to enjoy no prolonged existence. But in the last three quarters of a century the weight of opinion has, I think, been for democracy. May I quote a few of these opinions:

Mathew Arnold says, "The superiority of the upper class over all others is no longer so great; the willingness of the others to recognize that superiority is no longer so ready. The growing power in Europe is democracy; and France has organized democracy with a certain indisputable grandeur and success."

DeTocqueville says, "In running over the pages of our (French) history for 700 years, we shall scarcely find a single great event which has not promoted equality of condition." "The Crusades and the English wars decimated the nobles and divided their possessions. The municipal corporations introduced democratic liberty into the bosom of feudal monarchy; the inventors of fire-arms equalized the vassal and the noble on the field of battle; the art of printing opened the same resources to the minds of all classes; the post office brought knowledge alike to the door of the cottage and to the gate of the palace; and Protestantism proclaimed that all men are alike able to find the road to heaven. The discovery of America opened up a thousand new paths to fortune, and led obscure adventurers to wealth and power."

And again: "The various occurrences of national existence have everywhere turned to the advantage of democracy. All men have aided it by their exertions, both those who have intentionally labored in its cause, and those who have served it unwittingly; those who have fought for it and those who have declared themselves its opponents, have all been driven along in the same track, have all

labored to one end; some ignorantly and some unwillingly, all have been blind instruments in the hands of God."

Professor Garner says, "Democracy has advanced until it has spread over the greater part of the civilized world. It has in effect wrought a profound and far-reaching revolution throughout Europe and America, though in most instances it has been effected without acts of violence or change in the external framework of the government. Its continued spread is inevitable and irresistible, and no hand can stay its advances. For more than half a century the opinion has been steadily gaining ground that the masses are as well qualified for governing and more worthy to be trusted than any small minority, however respected or highly trained."

Professor Ross says, "The movement toward democracy is world-wide and tidal. It has gone on for a century and a quarter, and has invaded every home of white men. Even seventy-odd years ago Sydney Smith could liken its opponents to Dame Partington trying to sweep back the Atlantic with a broom. It may be dammed for a decade; for a life-time, never. Universal suffrage, confesses a critic, 'has the majesty of doom.' Race is no barrier to it; yesterday it was the English, or Danes or Germans that made the great stride forward. To-day it is the Japanese, Persians, Turks. To-morrow it may be Hindoos or Chinese or Burmans. Even the 'changeless East' thrills with the electric impulse, and presently for a sample of 'Oriental' government we shall need to look to Zanzibar or Borneo."

It is a matter patent to all mature persons that the world of men needs constant reorganization. I do not refer to reforms, nor to the necessity, upon occasion, of transforming an outworn system into something more suited to the needs of a new condition; but to the fact that those who hold the directive positions in our social structure are constantly dropping from the stage of activity, either through death or retirement, and their places must be filled by an incoming, and as yet an untried generation. There are no more than two principles according to which these leaders which

are to stand between us and anarchy are to be picked. The first is the biological principle of heredity; the second is competition. Neither is now, nor probably has ever been used to the entire exclusion of the other; but for most of the history of the world, and measured by area over most of it now, heredity is a determining factor.

There would seem to be little to recommend it, and carried to its logical conclusion it is incongruous. Long habitude has reconciled us to the thought that a man should rule Austria-Hungary because he is a Hapsburg, or Germany because he is a Hohenzollern, or England because he is a member of the house of Windsor; but if some device had existed whereby French literature could have been produced by a Bourbon, or Russian by a Romanoff, or English by a Stewart, in any given period, how much of drudgery students would be relieved of, and how much pleasure to scholars be denied.

Suppose further that a future manager of the Detroit Tigers should include among his players a son of Ty Cobb because of his father's batting average. The crowds demanding entrance at the gates would soon diminish. If the Tigers alone should introduce the innovation of selecting their artist out of a lineage of baseball blue blood, how long would the enthusiasm of the City of Straits follow the team? And if all baseballdom should adopt the same method, what a slough of mediocrity would engulf the great American game.

But a fact is proverbially a very stubborn thing, and the fact remains that heredity once held a merely exclusive, later a predominant, and still holds an important position in determining social function. How can it be that this hoary old world has so long obstructed its own progress, so cunningly calculated to cause its flowers of genius to blush unseen, and to smear over the face of all humanity the suffocating crust of respectable mediocrity?

In the first place the principle of heredity is simple. Nothing is easier than to place within the grasp of the son the tools wielded by the father, but which age or death have compelled him to re-

linguish. Spencer, writing upon the Gild, has this to say, "Already it has been shown that naturally as they become specialized, occupations tend to become family occupations; and as families grow into stirps, to become the occupations of increasing clusters of relations. Alike because of the ease with which each descendent is initiated in the art and mystery of the craft, and because of the difficulty in the way of his admission as a worker in any other group than the domestic one, he falls into the inherited kind of business, and class monopolizations necessarily establish themselves.

In a rapidly moving society such as modern occidental life presents, the difficulties in the path of a boy's learning an occupation or trade other than his father's are swept away. It is literally true that in this respect opportunity knocks at the door. There is nothing which the world now demands so much as organizing ability, which is an important factor in leadership. Nor is the world much concerned as to where this ability comes from. Out of every portion of this fluid mass individuals upon whom nature has set the seal of leadership spring to positions of service and power. The world's need is the young man's opportunity.

Moreover, communication, once limited to speech, then to speech and writing, then to these plus printing, has recently been revolutionized by the addition of steam and electric transportation, telephone, telegraph, sound reproducing machinery, and the moving pictures. To these must be added the democratic system of education which open up to youth avenues of opportunity, perhaps not exactly golden, sometimes even a little dusty, but certainly sufficient to break up in spots the ancient barriers which were the prerogatives of the privileged classes and the despair of all other classes.

Given this condition, that is, the world searching for ability, these conditions for the dissemination of information, and these opportunities for training; and the conjunction of youth, vigor, ambition, and capacity, will make its possessor a member of that body which governs and directs life.

But suppose the society under observation is a stagnant or stationary one, i. e., one in which progress is not the rule but the exception, and the much hated exception, that the means of communication are few and crude, and that education is not a public but a family matter; then, the demands made upon initiative and vigor will be few, and opportunity nearly non-existent; since communication is poor, knowledge of those opportunities which do exist will be largely a matter of chance, and since education is a family matter, the occupation of the father descends upon the son like the prophet's mantle. Such a society is a caste society, and not socially democratic. Birth determines the function of the individual, not efficiency, rank, not wisdom, calling, not character.

But what has been said concerning the artificial aristocracy of birth must not be construed as in any sense casting doubt on the real fact of heredity. Many and fairly complete studies plus common observation make no question of the fact that out of 10,000 persons of superior ability, a very much larger percentage of children of worth will be born than will spring from the loins of 10,000 parents of mediocre or poor ability. Those of us who are at all acquainted with the practice of dairymen are made keenly aware of the importance of heredity when we observe with what scrupulous care pedigrees are kept to the end that the flow of milk may be increased and its quality raised. On the other hand no dairyman will keep on his stable floor an animal simply because she comes of good stock. She must daily prove her worth or take the road to the shambles. So it must be with our social life, blood will tell; of that we are sure, but it must prove its capacity to serve mankind by doing in a superior fashion what mankind wants done.

Among a considerable number of our fellow human beings there is a notion prevalent that the extinguishment of all social classes, and the reduction of all society to a single status, is a matter of such paramount importance that all questions may be safely dismissed until this one is settled, and to their liking. Out of these inequalities, say they, proceed

most of the ills to which man is heir; since the institution of private property is a cause (they say the cause) of classes and the indirect cause of the evils, they manfully attack the root of it and propose its extinction.

It ought to be admitted that no inconsiderable proportion of the heartburnings and jealousies of life, of the thwartings that we encounter, of the snobbishness and tuft-hunting that amuse or disgust us, arise out of degrees in social status. But equally ought it to be remembered that social classes give rise to certain intimate associations which are so closely bound up with progress that they give rise to an *esprit de corps* which all observers agree has brought to fruition some of the noblest achievements of mankind.

Whether we like it or no, classes exist, and there is small likelihood of their ceasing to exist. We have seen them based on birth, in which case property may count for but little. We have seen them based on property, in which case birth counts for but little. We have seen them in a university community based on position and intellectual capacity, in which case neither property nor birth count for much. If the Maximalist of Russia should succeed in removing stratification as a result of property, the need for fellowship on the one hand, and the desire for distinction on the other, would combine to drive the Russian people to organize themselves somehow, using some other social fact; which the coming years would stiffen into classes with all the joys and sorrows attendant upon any classification. The solution of the problem does not consist in an attempt to destroy what is indestructible, but in sympathetic understanding, in intelligent use, and in wise guidance of the fundamental human trait.

The effect of social democracy on individuals is to charge them with the necessity of taking part in the travail of the times; whatever may be the effect of political democracy as to peace between nations, it cannot be said that democracy brings peace to individuals. Rather it destroys it. Under a regime of social stratification the rigid boundary lines

separating classes or castes bring it about that each person lives and dies in the same condition in which he is born. He knows that he must, and knowing it, he accepts the inevitable with such common sense philosophy as he may possess. In this he will be aided and abetted by the lethargy and lack of initiative inherent in all human nature.

But when the course of events has broken up the barriers to human advancement, when the attainment of high position by some members of society makes it clear to the others that the reason for their existence on low levels is no longer in the nature of things, but in the nature of themselves, there begin to be heart searchings, excuses offered for delinquencies, and attempts to prove alibis.

I have heard a young man excuse himself for not having gone West or to the city on the ground that his aged parents needed him, when the real reason was his lack of ambitious and virile life, and his aged parents would have heaved a sigh of relief any time they could have seen him start for anywhere. By putting the responsibility for a lowly and circumscribed life upon the life itself, by opening up avenues to the able, Democracy has cast a stone into quiet waters, or rather we might say, has broken down the dam and has transformed a pond into a rushing river. This transformation has its bright side and its dark side also. For a man to be able to say,

"It matters not how straight the gate,

How charged with punishments
the scroll;

I am master of my fate,

I am the captain of my soul,"

is a glorious experience for a strong social swimmer. But for him who is other than strong, this democracy awakens ambition only to quench it in defeat.

Democracy extracts from society a maximum of energy and efficiency; it acts like the release of a spring. When we observe that we may obtain, some force, perhaps desire for distinction, or rivalry, or fear of isolation drives us to double our efforts to attain, and society charged with this new energy increases

its momentum. But progress has its costs. The pace is fierce. The contest is a gruelling one. The prizes are alluring. The contestants are numerous, and among them are found an increasing number whom the hurly-burly of opportunity and choice and strain has overmastered. Unstable, untrained, unfit, such as these become bewildered, and through dissipation or debauchery, or perhaps even through dogged over-work, or worry, travel the road which leads to destruction. Not the least among the problems of a democratic people is to care for the increasing burden of its narcotized, its alcoholics, its drug fiends, its insane-beaten soldiers in the armies of progress.

We speak much in these times of war of a veteran army. By that term we mean, I suppose, an army trained by the exacting circumstances of actual fighting into an orderly and efficient fighting machine, obedient to all orders, inured to hardships, unshaken by danger, with the largest capacity to receive and deliver hard blows. Only much experience in actual warfare can achieve these results. A healthy democracy has been called, "a training in judgment and self-control, as applied to political action." To carry the analogy still further, the socially democratic people is one which in non-political forms of activity, by reason of natural capacity and long training, have developed a shrewd ability for knowing in a general sort of way where danger lurks, in what direction progress lies, and how to shoulder into position of leadership men who have the integrity and the ability to give advancement to their own vague tendencies. The Anglo-Saxon peoples are veteran democracies; so is magnificent France, and under what trying conditions she has been for a century achieving it; and what a long road must Russia travel before she becomes it!

The caste system seems to have been a development normal to the middle ages. Out of the confusion and strife of that troublesome period, it grew up as a kind of crude means of protection and order. One might say that it was indigenous to the soil at that time. But its day has passed. Whatever of service it has been capable of rendering to Western peoples

has now been rendered. Its existence anywhere now betokens the stranglehold of privilege upon a docile people and yet the great modern power of Germany not only adheres to the caste system but has erected it on high, as a national ideal. Her philosophers have proudly proclaimed it to us and we are constrained to believe it, (not because they say so but for other reasons). She has undertaken to wish it upon the remainder of the world and seems surprised and hurt at our reluctance to adopt it on her recommendation. William H. Seward characterized our Civil War as an irrepressible conflict. So is the present conflict. The central powers have mobilized all modern arts and sciences in a way that we admire but have done it to impose upon us a medieval system, we abhor. That narrow ribbon of blood-soaked soil which runs from the North Sea to the Swiss frontier called "No-Man's Land" does much more than divide two armies, whose raiding parties plunge across it nightly. It separates two profoundly different systems of thought and of society. For the masses, one represents hope, the other despair; one represents optimism, the other cynicism; one plans to make the world better for all men, the other to make it better for a few; peace is the ideal of one, war the ideal of the other; the one with all its faults believes that somehow men are brothers and it worships a God conceived of as a Father to all people, the other is dedicated to the proposition that men are not brothers and it worships power and plunder and blood and iron. Even if Germany should succeed in her undertaking, I cannot believe that an outworn system can be foisted on the world forever, but I can believe that it might last for one hundred years; and that for us, and for our children is eternity. There are those who even lately affect to take a condescending view of love of country and who babble of internationalism, arrogating to themselves a position of lofty aloofness from the ordinary affairs of men. What ignorance! The soul that could really achieve internationally between such fundamentally diverse systems as those of Germany, Bulgaria and Turkey on the one hand and

France, England and America on the other,—that soul would be a monstrosity, a humbug. While the family of nations contains such as these, internationalism is the creation of a discorded mind.

The President of the United States in one of his speeches said that he who compounds with Germany, compounds to his own destruction; and Russia attests the truth of his assertion. There are some, (and their influence is unfortunately greater than their numbers) who attempt to begot the issues of the great war. They demand a re-statement of war aims, talk of freedom of the press; of freedom of speech, academic freedom. They are little people. They forget or never knew that freedom herself is being fought for on the plains of Flanders, in the Vosges and the Alps. Such talk, is, as I conceive it, a kind of domestic compounding with the enemy. It is as if the master of the house discoursed to the crowd upon the defects of the fire engines, while the house burned down about his ears. What he ought to do is fight fire even with a bucket. Discussion will not bring peace. As a general proposition, it may be true that the pen is mightier than the sword; but just at the present moment, printer's ink is no match for liquid fire. The only thing that will bring peace is a rising German casualty list, and hunger along the Rhine.

A few stanzas culled from the Bigelow Papers, pithily puts the whole matter:

Words, ef you keep 'em, pay for their keep,

But gabble's the short cut to ruin;
It's gratis (gals half-price) but cheap
At no rate, ef it henders doin;

Here's hell broke loose, an' we lay flat
With half the universe a singein'
Till Sen'tor This and Gov'nor Thet
Stop squabblin' fer the garding-ingin.

Ther' 's critters yit that talk an' act
Fer wut they call Conciliation;
They'd hand a buff'lo-drove a tract
When they wuz madder than all
Rashan.

Conciliate? it jest means be kicked,
No matter how they phrase an' tone it;
It means thet we're to set down licked;
Thet we're poor shotes an' glad to
own it!

A war on tick's ez dear's the deuce,
But it wun't leave no lastin' traces,
Ez't would to make a sneakin' truce
Without no moral specie-basis.

This weighin' things does wal enough
When war cools down, an' comes to
writin';
But while it's makin' the true stuff
Is pison-mad, pig-headed fightin'!

Set the two forces foot to foot,
An' every man knows who'll be win-
ner,
Whose faith in God hez ary root
Thet goes down deeper than his din-
ner;

Then't will be felt from pole to pole,
Without no need o' proclamation,
Earth's biggest Country's got her soul
An' risen up Earth's Greatest Nation!

Honest introspection—self analysis—will do it. Spend fifteen minutes every morning before breakfast asking yourself these questions, and answering them to your entire satisfaction—do this for six months, and you will be able to determine pretty definitely what you ought to do to be saved:

Is my work really worth doing?
If so, am I doing it well?
Am I earnestly and truly interested in my work?
Do I get keen pleasure out of my daily tasks?
Am I thoroughly prepared for my employment?
Do I constantly make profitable use of my spare time?
Am I striving all the time to cultivate the right class of friends?
Do I read books that will make me stronger for the work that I have to do?
Do I permit outside interests to conflict with my main business?

WHAT THE WAR SHOULD DO FOR OUR METHODS IN PHYSICAL EDUCATION

E. H. Arnold, Director, New Haven Normal School of Gymnastics, New Haven, Conn.

LET us restate the question and see what the war has done for new methods in physical education.

The quaint arrangements of free gymnastics that have been widely advertised as serving the purpose of rejuvenating the race are certainly neither new nor method and no one except their promoters need to take them seriously.

Military training as a part of physical education is not a new method. It has been tried here as well as in other countries before this and has as usual lapsed into oblivion after a short shift.

It is significant that the most successful attempt at military training in high schools, that of Maj. Steever, had to adopt a physical training method, namely that of competitive games and sport in order to perpetuate itself.

It also has incorporated into it as an important part physical education as such.

Yet will military training have an important influence on physical education methods and it ought to have this influence, namely that of better discipline.

So many hundred thousand of the men of the country have experienced the benefits of discipline on themselves that they must needs see to it that its influence will be secured to the oncoming youth.

While so far, no new methods have been evolved and presented as a consequence of the war, old and well tried ones have been newly demonstrated and affirmed.

Among such the various forms of "setting up drills" must first be mentioned. The regular armies had recognized their value for some time.

New for the army at least has been the use of physical training methods for fitting for service men with defects amenable to treatment by exercise. Here must be mentioned the work for flat feet and posture done by the Orthopedic Department of the Army Medical Corp.

What is most important to us as educators is the fact that the greater part of the success of this undertaking rested on the educational features of the methods employed.

The successful use of exercise for remedying circulatory disturbances, i. e. those of the heart and blood vessels and thus turning physically unfit into able men is likewise highly gratifying to physical educators. So much the more so as the conclusion is warranted that if these methods were successful with young adults they will be much more successful if employed with individuals still in the formative period, that is children and youth.

Greater attention to this part of physical education is one of the tasks imposed upon the physical educators of the country by this experience.

Last but not least is the great role that physical education methods have played in furnishing recreation to the army and to War Camp Communities. The lessons learned will and must have a lasting influence upon physical education in the community in general and in the school community in special.

They must be awakened to the fact that two million of men have become used to physical training forms of recreation in their war life and that the responsibility for providing this wholesome form of recreation will now fall upon the communities in which our soldiers will live.

The educational forces of the country must take a hand in this provision.

If the experiences of the war have furnished us no new methods, new importance to physical education in all its aspects is gained from the consideration of the facts the draft has put so strikingly before us. Let us look at some of them.

First of all thirty per cent. of the drafted men were rejected for physical unfitness.

What does this mean?

It means that one-third of the men in the prime of life are physically unfit for war.

How much greater will the percentage of unfitness be with advancing age?

If one-third of the men are physically unfit for the special business of life which war is, what greater ratio is physically unfit for the several specific businesses of life?

Undoubtedly it will be found to be greater still. No consolation is contained in the fact that other peoples may possibly be worse off than ourselves. The question with us is, have we done our duty by the individual and by the nation if we allow such a condition to exist?

Certainly not.

Our duty is plain. This matter must be mended.

How?

Before we can answer this question we must know the causes of physical unfitness. The present report of the Provost Marshal General may not enable us to answer satisfactorily. A later report may fasten the physical unfitness on special defects and causes. Nevertheless, the report points lessons which we as physical educators must heed.

In the first place the percentage of physical unfitness in the several states is instructive. Pennsylvania heads the list with 46.67, Connecticut is a close second with 46.30, Vermont marches next with 43.82, Maine, New Hampshire and Massachusetts are all high.

And now who are the best in this column?

South Dakota with 14.13 leads the list here, Nebraska being second with 20.15.

It is fairly difficult to interpret the meaning of this. Industrial states such as Pennsylvania and Connecticut might be expected to make a bad showing but what of New Hampshire, Vermont and Maine? What significance attaches to stock in this matter? The New England stock does certainly not make good its fame for physical sturdiness.

Immigration which is held responsible for so many of the ailments of our body politic does not seem to have contributed to this deplorable state of affairs for we find states with a high percentage of immigration making a very good showing

as for instance South Dakota with over fifty per cent. immigration, while on the other hand states with practically no immigration show up badly, as North Carolina with less than one per cent. has 29.78 unfit.

The fact that the middle West states make a good showing might justify the conclusion that racial differences in the immigration play some role.

The report has practically exploded the theory of the nefarious influence of city life and of the unmitigated benefit of country life, for here is New York State with a large urban population having thirty per cent. of unfit while New York City shows a percentage of 27.85. Philadelphia shows a percentage of 31.07 as against the State of Pennsylvania 46.67.

It is quite evident then that if physical education is to remedy any of these defects in physical fitness its endeavors must not be restricted to the large city but must extend to the country district as well.

A beginning with physical education in rural districts had been made in New York. Short sightedness has curtailed it before it could prove its efficiency but enough remains to show its value in due season. Extension of physical education into all the rural schools of the land is one of the urgent and important demands of the hour.

The percentages of cities that have had physical education for a sufficient number of years to have influenced the physique of men of draft age are very encouraging, yet not such as to warrant the conclusion that physical exercise will prevent and cure physical unfitness to a marked degree. Such places are Cincinnati, 27.96, Chicago, 21.24, St. Louis, 25.77.

The matter becomes still more confusing when we find that the differences in the several draft districts of a city are enormous. We have for instance the best district in Philadelphia 16.24, the worst 57.4, in Pittsburgh the best 7.6, the worst 36.

It is quite evident then that neither nativity, industrial conditions, city or country life, presence or absence of physical education in the narrower sense has

influenced the physical unfitness to any great degree.

What are then the influences probably responsible for physical unfitness?

Undoubtedly hygienic conditions are the deciding factor. Knowledge of the laws of health and obedience to them are the key note. Obedience to the laws of health, presupposes good will to obey and the means to carry them out. The latter largely a matter of economic conditions. To supply the knowledge of the laws of health is the mission of education. More than ever before must the schools of our land devote themselves to the teaching of hygiene. It is the special function of physical education to be active in this field.

While we may have to await further reports to fasten physical unfitness upon special defects we have at least one at hand, to connect physical unfitness with lack of education. I refer to that physical unfitness which is brought about by venereal disease.

According to the statement of the Surgeon General venereal disease constituted the greatest cause of physical disability in the army. Looking at the distribution of venereal disease among the draftees we find in the following states, namely Oklahoma, Texas, Georgia, South Carolina, Virginia, Alabama and Florida, 8.90 per cent. This is clearly a reflection on the educational efficiency of these communities for even wicked New York with 1.82 per cent. shows up well. But once more the Western and middle Western states make practically the best showing.

That the matter is one of education is testified to by the movement set on foot by the United States Health Service to have sex education made a part of the curriculum in high schools. In the conferences so far held biology, English and physical education have been specially charged with giving such instruction.

War activities have, however, opened other vistas into the possible causes of physical unfitness.

When the children's department a year ago gave out the slogan to save a million children, the efforts were mainly directed to the children under school age. Once more we shall have to await de-

tailed reports before drawing definite and final conclusions. Having measured and weighed children in one of the districts of our town I was struck, however, by the fact that in this particular district practically every child's weight and measure was under the standard.

It is strange that with regard to human beings we are largely without reliable data as to what such a phenomenon may possibly mean for in the human being it will take twenty years to await the end of physical development and see what effect such undersize and underweight have had on physical development. We are much more fortunately situated when it comes to observation on animals. The period of observation is here comparatively short and allows of final conclusions being drawn.

Let me tell you a personal experience in this matter. Being, besides other things, a farmer the war brought the necessity of raising as much live stock as possible both as a patriotic duty and as a possible good investment. The necessity having arisen somewhat suddenly and unforeseen, provision for having a sufficient amount of feed on our own farm had not been made. Feed was extremely high priced. The man in charge of the farm undertook to raise quite a few pigs but wishing to save on the feed bill and thinking that little pigs needed but little feed he stunted every one of them. When next he was confronted several months later by the fact that his pigs were undersized he tried by forced feeding without regard to the cost to make up what he had lost but all in vain. The neglect could not be made good. Instead of having sizable hogs we had only little pigs.

Worse than this we find that the herd so raised is peculiarly prone to tuberculosis which up to the present time had not been noticed in our herd for years.

It is well to recall in this connection that children two years of age have reached rather more than one-half of their height growth.

Now then, is the conclusion not warranted that if a considerable number of children in any community, for reasons of sanitary, hygienic and dietary neglect are stunted and undersized that later on

the defect cannot be made good by any endeavor whatever?

It is my firm conviction that such is the case and the situation must be grasped by educators in its full significance for their calling and the institutions represented by them.

We are charged with education. Go back to the original meaning of the word *educere*, to guide outward, to bring out, develop! What?

You can only bring out what is within. Unless there be inherent in the little child that enters school certain physical, mental and moral germs able of development the work of the school would seem to be to a large extent in vain. Time, money and effort would be wasted. Are we not perhaps increasing our budgets in all three respects unduly without getting proper returns for them?

Are not a good many of the failures that are laid up against educational agencies due to the fact that the community does not furnish us material which can be developed and educated to a high degree of fitness? If that be so there comes to the school in general and physical education in special the duty to extend the influence of the school backward so to speak into the first years of life of the future school child.

Physical education in its widest sense must look after the children under school age, in order to have children to make something out of with the now improved methods of physical education.

A first step towards bringing the matter of physical development home to the person most interested in it, namely the child itself, has been taken by the Committee on Child Welfare of the American Physical Education Association who have put out a scheme for growth and weight measurements to be taken at regular stated intervals all through the school life of the child. This purposes to bring home to the child, to the parents, to the educational agencies the fact that the child is or is not developing physically. If it is not developing physically, why is it not? What about its nutrition, its work, its rest? If it is developing, if it devotes a great deal of energy to growth, what must be the conditions of nutrition, work and rest to take care of

this special expenditure of force? It is stated that it takes about six times as many calories of food stuffs to build on a new pound of tissue as it takes to maintain it.

The management then of children as based upon the growth phenomenon is an important matter which is as yet little understood and what knowledge we have is not applied. Here is a new method of making physical education visible, tangible. One school principal who has introduced the measure in his school writes me, "This is the longest step forward in practical hygiene that has been made. I told our boys and girls that most of our talk about hygiene went in one ear and out the other because there was nothing between to stop it; that we were going to try to put something in between, namely a motive to get them interested in their own health and growth."

This is indeed what we wish, to visualize physical development and thereby motivate physical education.

Now look once more over all the facts the draft has brought to our mind and realize for a moment that these facts relate only to one half of our population, the males. What about the females? What do we know about their physical efficiency for the various tasks that life imposes upon them? Here is a great gap. Physical education must concern itself with establishing what physical fitness in the adult female signifies, what its ideal is and then go to work and evolve methods to bring about such physical fitness. This at once doubles the field for our endeavors.

The field is wide, the harvest to be gotten boundless. Let us hope that physical education will find every worker ready to enter the field, to sow the seed and to finally reap the harvest for the good of the coming generation.

There is an opportunity for every man—and it is by his very side—not a thousand miles away.

To-day is the best day that the world has ever seen, but to-morrow will be better.

EDUCATION OF THE IMMIGRANT

Randall J. Condon, Superintendent of Schools, Cincinnati, Ohio,
Before Department of Superintendence

MY subject is the "Education of the Immigrant," and I shall try to tell the story of the "American House" and show the place it occupies in the Americanization programme of Cincinnati.

A year ago, what is now the American House, was a disreputable former saloon and rooming house on the canal bank by the Mohawk Bridge, in the heart of a section densely populated by Roumanians, Serbians, Hungarians and other nationalities. For years it had been a baleful influence—social, economic and political—in the life of the district.

To-day, it has been transformed into a Community House of the best type. It is the headquarters of the Americanization work—a place into which all these people come for advice and assistance and for social and recreational opportunities; on the side of advice and assistance it is merely a clearing house, teaching the people where to go and how to make use of the regularly organized city institutions and civic opportunities. But we have conceived its main functions to be to deal with people under normal conditions of social life. A center from which shall go out kindly and helpful influences; a house into which these newer Americans may come to meet the older Americans—a wholesome American life under the normal social conditions; a people's club house, where the new and the old, to the advantage of both, may be welded together in bonds of common understanding, common ideals, common service.

The organized Americanization work in Cincinnati has been unified and is being directed through the American House by the Americanization Executive Committee, of which the Superintendent of Schools is chairman, not by virtue of his office, but by the election of the remaining members of the committee who represent the Chamber of Commerce, the Immigrant Welfare Committee, the Council of National Defense, the patriotic and allied women's organizations, the foreign

groups and the public schools. This Committee represents the co-operation of all the forces of the community, in a disinterested attempt to unify and direct the work of Americanization in such a way that a higher type of Americanism shall result for both the older and newer Americans, the native-born American understanding that it is his duty through neighborly kindness, good will and fellowship, to teach the foreign-born American what America is and what it stands for, trying to help him through the normal relations of social and civic life to know America, to love America, and to serve America.

And the American House stands for this spirit, and affords a concrete opportunity for its expression. It is not an end in itself, it is simply a frontier station, a "house by the side of the road"—the community's expression of good will, where ideas are exchanged and ideals built up, and through which the foreign-born are brought into right relations with the educational, social, civic and recreational activities of the community. Americanization is both a process and a product, not something to be accomplished in a formal manner nor by compulsion. It is the outcome of the establishment of the right relations of life. Make it possible for a man to act like an American; lead him to think and feel and to want to act like an American, and the outcome will be the Americanization of the man. If it doesn't come in this way, we shall seek it in vain along any other road. We haven't Americanized a man simply by teaching him English; we haven't made a good citizen of him by conferring citizenship papers. Help him to become an American by giving him a chance to act like an American, and by planting within his heart the seed of American ideals and they will spring into life and bear fruit, "some an hundred fold, some sixty fold, and some thirty fold," and some but not many will fall on barren soil. But there must be an inner response and an inner acceptance, or the teaching is in vain. The American House is to help bring about this response of the spirit, through fel-

lowship and through opportunity for right action.

We tried to think that the public schools could do it all; but we found they couldn't. They stood with wide open doors, teaching English, history, civics and citizenship, and those who came were helped. But those whom we most needed to reach, never came. We asked the Chamber of Commerce and the industrial establishments to help, and they were entirely willing to co-operate. Everybody was willing and was asking, "What can we do to help?"—churches, schools, U. S. District Court, social, civic, commercial, industrial and patriotic organizations all wanted to do something. They asked for leadership, and instructions. Then we realized that we didn't fully understand our problem, nor how to attack it. But we decided that the first and most necessary condition was to get acquainted with the people whom we wished to serve; and that the best way to do that was to know them in their homes and through their social relations. We understood that it was not enough to influence the children through the schools and the men through the factories. We must somehow reach and influence the homes where the mothers abide for we knew that the influences that center in the home life and that grow out of the social relations of men and women are stronger and more enduring in their effect than all others combined. And we knew too that a part of our problem was to reach and influence the men who have no family or home ties on this side the ocean. They must be brought together and educated in and through group action. We knew we must break down isolation and segregation. We must teach English as a fundamental means of communication, to enable us to put across the ideas and ideals that we wished to convey; and we must try to produce as many conditions as possible which would create a need for and a desire to learn English. We would visit the homes, not as paid or even volunteer social workers, but as neighbors, carrying messages of good cheer and friendliness. By personal invitation more than by the printed page or poster we would try to induce them to use the school, the library, the

art museum, the parks, the health department, and all other civic institutions, and as friends and guides we would go with them. And we would invite them to come to the American House for social activities in which both native and foreign-born should meet and mingle and come to have a greater respect for each other. And none of this should be done in a condescending spirit, or patronizing manner. We would build up self-respect and initiative; and would call forth creative activity. We would work together, play together, sing together, talk together, and together we would become better Americans. There would be certain Great Days for which the Committee would make arrangements, but always with the help and advice of the people themselves—Discovery Day, Patriots' Day, Thanksgiving Day, Forefathers' Day, Independence Day, New Citizens' Day, Washington's and Lincoln's Birthdays, and others. There would be many other occasions when the people of their own initiative in their own recreational and social groups would plan to use the house, but we would be always alert to lead them through this self-expression out of their racial and linguistic groups into the larger and more distinctly American groups.

And when we saw our problem in this light, we planned the American House to meet these needs—a Community House with a director's office for himself and his staff of assistants; library and games rooms; committee and club rooms; a small auditorium, dining room and kitchen; shower rooms, and a dainty bath room for the little ones; and the choicest room in the whole house, the mothers' room, with a garden to take the place of the unsightly yard. And when our plans were formulated we asked the Council of Social Agencies to take care of the current expenses, to the extent of \$13,000; and the Council of National Defense to remodel the building to the amount of \$10,000, which with much free service enabled us to make all necessary changes. And then we knew that without the touch of woman all our plans would fail; and so the women's organizations were given the opportunity of furnishing the house, each organization

selecting some room or department and fully equipping it as a part of a unified whole.

So you see the American House is distinctly a community house, not only for the neighborhood in which it is located, but as a result of the co-operative efforts of the entire city. And our ultimate plans call for similar houses in other centers, until the entire need of the city in this respect shall be met; for if you can see your problem large enough and clear enough, and can organize it small enough, all the difficulties will resolve themselves into simple elements which can be solved. When the house was ready for opening, we invited every patriotic, social, civic, educational and religious organization to be present through regularly appointed delegates, and every linguistic and racial organization in the city to send their representatives; and all the people of the Mohawk-Brighton neighborhood—men, women and children—to come and help dedicate the house to the cause of Americanism. And we chose for the occasion, Thanksgiving Day, that day on which in the long ago the native-born Americans and the foreign-born who had come to

these shores seeking liberty, had united for their first joint celebration. We dedicated the house, with religious ceremony and patriotic exercises in which rabbi and priest and minister joined, in which we sang "America," the gift of the Girl Scouts—and saluted the flag; a great company of native and foreign-born who filled the streets and stood about the house pledging allegiance to "my flag and the Republic for which it stands; one nation indivisible, with liberty and justice for all;" and with a pageant in which the representatives from every land brought their gifts and laid them at Columbia's feet. Lovers of liberty, voyagers across every sea who had come seeking "life, liberty and the pursuit of happiness," "unalienable rights," denied them in the land of their birth, guaranteed them in this land of Washington and Jefferson and Lincoln and Wilson.

This is the way we built and dedicated the American House; this is the way we are trying to educate the immigrant; and this the way we are Americanizing both the native and the foreign-born in Cincinnati.

ENGLISH

**Edwin L. Miller, Principal, Northwestern High School, Detroit, Michigan,
Before Department of Superintendence**

AMONG the treasures which have recently been unearthed on the banks of the Euphrates is a Babylonian wall on which is inscribed in cuneiform characters the following autobiographical fragment from the chisel of an unknown pedagogue:

"It was September of the year 1330 B. C. I stood trembling before Dr. Bulbul, superintendent of the schools of Babylon. 'So,' said he, 'thou desirest a job in a high school?' 'Yea, verily,' said I. 'What dost thou wish to teach?' said he. 'Babylonian,' said I. 'Indeed,' said he contemptuously. 'Knowest thou not that any fool can teach Babylonian?' 'That's the reason,' said I. 'Canst thou teach aught else?' said he. 'Yea,' said I modestly but unveraciously. 'I can teach Chinese, Sanskrit, Arabic, Egyptian, Indo-European, mathematics, history,

astronomy, and the art of baking bricks.' Whereupon he interrupted me with boisterous but not ungenial cachinations, saying: 'Thou wilt report for duty at the Nebuchadnezzar High School on Monday at 4 A. M.'

"The system of schools into which I was thus inducted was cursed with a course in Babylonian which was strictly up-to-date. It consisted of a list of Babylonian classics, some of which had been selected by the teachers because they liked them but most by Dr. Bulbul because he had read their titles in a list of the hundred best walls compiled by Tiglath-Pelouzar, the imperial biologist. Of those titles I can remember only two—"The Large Granite Mug" and "The Shoemaker Resoled." There was in the curriculum no vestige of those survivals of a barbaric past which are known to

archaeologists as spelling, punctuation, capitalization, or the other essentials of good usage.

"In this fair garden of letters I luxuriated for some years, happy and beloved by my pupils.

"It so happened in those days that one Lithocrates, a man of low origin but great cunning, had acquired in trade much gold and unpopularity. Now, waxing old and fearing the wrath of the gods or desiring to corrupt the minds of the people, he founded at Babylon an university, bringing thither at great expense wondrous football players from the four quarters of the globe, among them from Palestine one Samson, who later attained an evil notoriety. But that is another story. He brought also from the Troad a young professor of Babylonian named Homer, who entertained the to me novel idea that graduates of high school should be able to speak and write Babylonian with fluency and precision. As those among my disciples who repaired to his classes could do neither, he made complaint of me to Dr. Bulbul, saying that I knew not how to teach Babylonian. Now, be it understood, Babylonian meant to me literature, to Professor Homer composition, and to Dr. Bulbul everything in general and nothing in particular. Whence, as commonly happens when three persons enter into disputation about a question which none of them understands and a clear conception of which dependeth on the definition of a word to which each attacheth a different meaning, arose acrimonious strife both written and oral; and I retired from the fray humbled and chastened even as the grain of millet is ground betwixt the upper and nether millstones.

"After long meditation upon these matters I did finally perceive as in a glass darkly that the curriculum required me to teach literature, while Professor Homer, who was himself inordinately fond of scribbling, thought only of composition. Therefore, being a man of peace, I tried to teach both, and, as an end to that means, required that each of my pupils annually fashion and bake one brick. The result was that my own pleasures were seriously curtailed. I often sat

up all night with my mallet and my chisel working upon the composition of my disciples in the effort to bring them down to the level required by the professor. Strange to say, my labors were not appreciated. My fellow teachers made bitter moan, saying that it was contrary to union ethics to work overtime. The children rebelled because Babylonian was no longer a snap. Certain parents insinuated that I owned stock in a brick-yard. One mother even went so far as to inform Mr. Fortinbras, my principal, that I was a crank on the subject of Babylonian. In his alarm that astute but timid functionary rebuked me, saying: 'Each one has their own rights. The progenitors of Hilpah and Shalum waxed wroth. Do not give so much work to her and he.' The uncertainty of his syntax need occasion no surprise. I note increasing laxity of language in all grades of Babylonian society since the tower episode.

"When these things came to the ears of Dr. Bulbul, he sent for me and spoke thus: 'What the children need is not spelling but inspiration. As for punctuation, by hen, odsbodykins, and likewise pish! When there is a break in the thoughts of thy disciples, let them put in a dash.' 'If that is thy system,' said I. 'thy compositions must resemble an untranslated Marconi cablegram. Moreover,' I added, 'if I were to print my opinion of thy system, I could express my sentiments only by a series of dashes.'

"After which I abandoned the profession of pedagogy, formed a connection with a brick-maker of Babylon, and went up and down in the land selling primers to school boards, an occupation which proved to be more lucrative than my previous one."

The moral of this fable, I take it, is that the teaching of the vernacular presents problems that are baffling by reason of their complexity. As somebody once said somewhere of one of Emerson's lectures, it begins everywhere and ends nowhere. The most illuminating remark that I know concerning its real nature is to be found among the utterances of a pedagogical authority not as yet widely recognized as such, to wit, Dogberry in "Much Ado about Nothing," Act II,

Scene 3. He says: "To be a well-favored man is the gift of fortune; but to read and write comes by nature."

In other words, wars may come and wars may go but the same problems in English teaching go on forever. Revolutions will consume much but what is incombustible they will not consume. What is needed in the teaching of English today is not revolution but reaffirmation. To be specific, the fable indicates that there are five prerequisites to good English teaching:

1. A community that realizes its value.
2. A superintendent who understands what is required or who, if he does not understand, has sense enough to call in those who do.
3. Principals who have scholarship as well as political sagacity: *Id est*, former English teachers.
4. Colleges with English faculties that are at once critical, fearless, and diplomatic.

This happy combination of superman will recognize that what we call English comprises two subjects, literature and composition. The object of composition is to teach pupils to express their ideas in plain English, that of literature to fill their souls with great ideas.

In the teaching of composition they will find inspiration for their pupils in the joy of a good job well done. They will provide adequately for the instruction of new Americans in the English language. They will see to it that boys and girls are thoroughly drilled in penmanship, spelling, punctuation, and technical English grammar. They will be especially trained in the composition of business papers and in the art of salesmanship. As a means to all of these ends, they will be encouraged to pursue the study of Latin, French, or Spanish. Patriotic and business considerations aside, the aid which Latin gives to an understanding of grammar and the light which all three languages throw upon our English vocabulary render them more valuable than German. Finally, our boys will receive such training in oral English that never again can our military authorities complain that they cannot give orders.

In the field of literature, emphasis will be laid on the new poetry produced by the war, on the new American oratory, on the hitherto shamefully neglected field of American biography, and on the fresh significance of English literature.

The fires that have blazed since 1914 have illuminated indeed many an old page in English literature. They have invested with fresh significance the lofty idealism of Chaucer's knight, who loved *trouthe* and honour, freedom and *curtesie*. They have made more dear that earth, that realm, that England which Shakespeare called a precious stone set in the silver sea. They have shown that Byron thought straight and thought true when he said:

"For Freedom's battle once begun
Bequeathed from bleeding sire to son,
Though baffled oft is ever won."

They have added a solemn dignity to Wordsworth's great lines,

"We must be free or die, who speak
the speech
That Shakespeare spake, the faith and
morals hold
That Milton held."

Above all they have quickened the hope that, in spite of all the terror and the tragedy, the vision may be justified that was seen by Robert Burns and put in these words:

"Then let us pray that come it may,
As come it will for a' that,
That man to man, the warl o'er,
Shall brithers be for a' that."

The man who most wisely said,
"Be sure you're right, then go ahead,"
Might well have added this, to-wit:
"Be sure you're wrong before you quit."

Good resolutions are easily made, but resolutions alone will not build up a business. Make up your mind what to

"I forgot" is not an excuse, it's an accusation.

THE HUMAN ELEMENT IN EDUCATION

Prof. Lewis Chase, University of Rochester

THE word progress is indiscriminately applied to all things whatsoever. We speak of the progress of scientific discovery, of the progress of mechanical invention, of the progress of business expansion, of the progress of religious salvation, and last but not least, of the progress of education. This universal misapplication of the word to all manner of phenomena has certain serious consequences, which have recently come under my observation in my capacity of parent-appointed adviser to some parents.

A generation ago thousands of self-made men suspected a flaw in their making. The notion got abroad that that flaw was due to their lack of an education, and they therefore decided to send their sons and daughters to college. This they immediately proceeded to do. Those parents who are still alive have seen on an enormous scale the result of their experiment. It is now possible for us roughly to separate the wheat from the chaff, and analyse the word progress as applied to education. We can attempt to find out whether it has been a general panacea for all ills, or if has failed in some cases, to discover the causes of failure. It first becomes obvious that the word progress is justified in certain connections and that it is not wholly as meaningless a word as one suffering from its overuse might suppose. Progress may be legitimately used of increase of information, and of development of mechanical ingenuity. Rightly enough the nineteenth century may be called a century of progress in this sense. There should be a strict line of demarcation, however, between these forms of technical progress on the one hand, which represent various aspects of life, and human progress which represents life itself—life in the large. Obliviousness to the distinction between the two and a consequent erroneous faith in their identity, a fallacious belief which is widespread, are the fundamental causes of many a domestic tragedy. Too many people willingly believe that because

there is an increase in scientific knowledge, an increase in human power must necessarily follow. They believe that the mind of man and the heart of man have also improved. Be that as it may, the present generation that has attended college has probably a greater supply of related, and certainly of unrelated information at its tongue's end than its elders; but it would be a bold optimist, it seems to me, who would claim that there had been visible human progress. It is still assumed, however, that the college should produce that result. If it has not done so the fault must lie with the curriculum, and if it be changed, the future classes will be humanly superior to the present. But the solution depends not so much upon the school as upon the home.

The prevalence of college education blinds us to its limitations. It is thought that we send our sons and daughters to college for positive reasons, to put them into a certain environment, whereas the most potent reason is negative, to keep them out of a certain other environment. We send them not because colleges are so good but because the alternative of their not going is so unattractive. We send them in part because it is the fashion, and it would upset our domestic arrangements considerably if students should strike and stay at home. Just as the sending of children earlier in life to the public schools is the easiest shifting of parental responsibility and consequently the most popular, so for four years the girls in particular are sent away, in part, to relieve their parents of just so much anxious care. It may be a drain on the parents financially but it is not to be compared with the moral relief which they enjoy in having their daughters off their hands and minds, or at least beyond their immediate control. In many cases, also, the daughter would be in the way at home. In a small family her presence would seriously encroach upon the functions of the mother, who would not yet be willing to be shelved; and there would not be enough

work about the house to keep the two employed and content. The daughter's return after four years may create a perplexing enough problem for parents, but they have at least had their breathing spell from parenthood. The negative reasons for sending sons to college are perhaps even more potent, for it means both the postponement of their going into business and a change from the certainly mentally uninvigorating and perhaps morally unwholesome present environment. In addition to negative causes for their leaving home, which bear negative fruit,—the environment to which these young men and women return is unchanged, and since it may be described as one which is commercially prosperous and humanly enervating, is it any wonder that the results of college education are less important than they would seem to be?

The positive reason for sending students to college is the hope that they may there be exposed to certain influences beneficial to mind and heart which they would not be so likely to meet elsewhere. There is absolutely no way of foretelling these influences. There is no way of determining beforehand whether college is going to benefit a student, humanly, or not. There is no way of prearranging consciously or intentionally that he come into intimate relation with some instructor and some upperclassman, yet upon the realization of some such human bonds of sympathy depends the success or failure of his college course.

The first of these relations which it is important for him to make is that with a professor who is so enthusiastic over his work and is so sympathetic with the student that he is able to fire him with his own enthusiasm, with the spirit and joy of discovery. What the subject is, at least within the circle of the humanities, is of little importance. Many a graduate finds out in after years that he has no genuine interest in a given thing, although at the time he was under the impression that he had. He later realizes that the instructor's enthusiasm affected him and that the easiest temporary outlet for his own chanced to be what it was. These cases which are common enough are sometimes looked upon as

unfortunate by those people who put more emphasis upon the content of a given subject than they do upon the human introduction to it. The human introduction to it is the most important thing of all. This means the approach to it through humanity, through its tie to life in the large. The second relationship is that between an upperclassman (or a group) and an entering man, where for the moment the upperclassman becomes in the eyes of the freshman the god of his idolatry. If he have a zest for any of the finer things he will be able to effect an introduction between them and the freshman of an intensity which can be effected in no other way. As with the professor it makes little difference what these things are so long as the spirit of search and the joy of experiment be there. Although these relationships are more likely to be found in the best institutions, yet they may be found in the poorest. If found the freshman has met with success: if not found he has missed the most vital point of his course and it is this lack that the experienced observer detects in so many graduates. Nothing else can take its place.

The opening of a new world is the avowed object on the part of parents in sending their children to college. This is consciously avowed, is ever-present in their thoughts, and the chief reason that in thousands of cases they are so dissatisfied is that their prayer has been answered, and that their children have become interested in some of these things, that they have found a new world, that, in short, they have taken seriously certain things which they have learned. The average parent does not object, is even proud of his son's going to college, but he does most heartily resent the boy's coming home different from what he was. He can stand and understand the boy's interest in certain forms of athletics, he can stand and understand his enthusiasm for certain studies, knowledge of which leads directly to tangible results, especially if they lead to tangible business results, but he can neither stand nor understand his boy's acquiring an interest in life in the large to the point of its breaking into his

complete absorption in business. The father finds himself complaining that his son's course has made him impractical, and he can imagine no worse word to say of his own son. He accuses him of being a dreamer and the epithet spells total condemnation.

If the truth were known, the father did not realize what he was doing to and for his son. He suspected a flaw in his own career and he had been so often told of the benefits of an education that he believed that that flaw would not be in the career of his college-bred son. The father had no clear idea as to what he wanted his son to be like; vaguely he linked his education with his future success. If his son's career contributed by technical acquirement to his usefulness, in his father's office, all well and good on that point. But even when this is the case, there is the danger that the son will have acquired at college in addition to technical expertness a liking for certain subjects which are not directly related to the father's business, and which interest the son so greatly as to make his loyalty to total absorption in his father's affairs somewhat half-hearted. Nothing could be more annoying to the father I have in mind than this. The fact that this newly acquired bent is in the nature of a mystery to the father increases his annoyance and irritation. Here he is brought face to face with something intangible, something which he cannot understand and over which he has no power. He sees it luring his son away from the course which has been marked out for him and yet he can do nothing. A break is inevitable and it always takes place, although frequently in such an undramatic way as to make it seem not to be going on. There may be no complete rupture between father and son. More common is the son's defeat, and the giving up of his newly acquired taste for life in the large to devote himself solely to the job. He becomes literally a chip of the old block, in every way like his father in his commercial prosperity and in his general attitude toward life. In short, five years, ten years after graduation all of the things which affected him and which he believed to be of lifelong interest have lost their influence. No one

would suspect that a college course had taken place.

The son had not noticed before going away the imaginative and intellectual paucity of his father's home. He took it as a matter of course, then, that his mother should be concerned in the routine of housework, in the affairs of their neighbors, and in such outside activities as fell to the lot of her social set, and that she should make all these the exclusive topic of her conversation. It also seemed natural to him in the old days that his father, while lamenting that he had no leisure for general reading, should spend two hours over the evening paper. Graduates do not like to admit to themselves the shock that came over them in realizing that during their four years in college their parents had remained stationary, perhaps the only difference being that the mother attended even more conscientiously to routine house work and that the father devoted three hours to his evening paper. To such a home the young man returns and his first feeling is one of restive loneliness. He not only finds that his parents do not follow him the moment he begins on anything of larger import than the incidents of the day, but he finds that the possibility does not occur to them of their entering into such interests, and finally he finds that in their heart of hearts they rather disapprove of them. They look forward to the time when his work and play will once more approximate identity with theirs.

At first there is great rebellion in the son's heart. He is ready to fight, and he vows that he will keep alive for himself some of the college acquired intellectual souvenirs and he spends his evenings away from home, to discover that the homes of his friends are like his own. He perceives that it is not an even fight, that he is surrounded on all sides by the pressure of imaginative inertia. The only thing to do is to lock himself into his own room to find there the echo of his college days. And so he takes to reading this or that, or re-reading this or that. Then in the solitude and the loneliness of his room he encounters the straw that breaks the camel's back. He sees again in memory the instructor and the upper-

classman who first opened up for him this new world, and he now realizes that that opening up took place through human contact, through hours and hours of talk. He now realizes that he has no one to talk with, no one interested in such things as are in his mind, and that he himself is powerless to keep them alive without companionship. So for a few years he lives and relives in memory those days of his college life, which in time grow dim and fade away as he yields more and more to the persistent and insidious demands of the world about him. In desperation, he marries!

Humanly and generally speaking, the college senior reaches the height of his development. Then he is more interested in life in the large than before or after, and his career from that time on is one of decline, to such an extent that he is less interesting five or ten years after graduation and still less so in middle life and old age. The reason for all this is that the subjects on which his favorite instructor and upperclassman discoursed to him hour after hour seemed to him at that time to be so vital that if they were but generally known they would be of general concern. As he becomes older he realizes, on the contrary, that they were confined to a few. It is these few whose combined chorus makes up the wee small voice.

We send our children to college and then we resent the college's having a collegiate effect upon them. The present generation is like the last, going to college has not made it different. When will things be different? What is the remedy?

There is, of course, no remedy for the less sensible majority: but there will come a time when the more sensible minority will be more sensible and less of a minority than now. That time will come when the boy has a new world opened up to him of intellectual and aesthetic life before he goes to college. It will come when at his parents' knees or at the knees of their friends he has had an opportunity for such an awakening. There is little hope that the child of the man who spends three hours with the evening paper will there acquire any real

intellectual or aesthetic incentive. The atmosphere of such a home is too heavily laden with stagnation and inertia. But the time will come when some parents will appreciate that nothing in their children's education at school will be comparable in effectiveness to their home influence, that the school is powerless to bring about progress until the home co-operate in its work.

They will realize that the term "home influence" must be given a far more liberal and stimulating interpretation than the negative and pseudo-moral interpretation that it has at present. It must be made a real and vital force in the life of the children. Home influence should mean that the children meet in their own homes interesting personalities socially and unostentatiously, men of varied types, representing in their persons the humanization of the intellectual and the aesthetic. To be specific, mathematical puzzles have been the recreation of many intellectual men from time immemorial. It is not to be expected that a child will become devoted to mathematics from being given perfunctory lessons by a perfunctory teacher in a perfunctory school, and even if the teacher has genuine zeal there is still little hope of the child's acquiring it if he never meets with a counterpart in his own home. But suppose that among his father's friends is a man, presumably in business, one of whose forms of recreation is mathematical puzzles. Suppose that this man drops into the home merely as a friend and takes the child on his knee and together they work out a puzzle. Here is a new world opened up to the child in his surprise and delight at finding that there is a connection between his mathematics class in school and his father's fireside. Imagine another friend, also a business man, who has a liking for Latin hymns, a taste, incidentally, to be found in every community. How his presence in the home with the child would mean worlds for that child's Latin when he discovered that his father's friend had not only learned but still knew some of the very words which he himself was then learning in school. Imagine again a man who had travelled, not necessarily widely but

well, in foreign parts, and who, upon his return, had other tales to tell than those of his experiences in hotels and on the trains, in getting or not getting the comforts to which he had been used at home. He is not a tourist but a traveller. Suppose he, as I say, had been off the beaten track and had become acquainted with a strange people in its daily life. Imagine him with this child on his knee showing how he had seen the jewel on his finger cut in a foreign factory, or telling how the pipe in his mouth had been given to him by the man who made it in a foreign forest. Here is a lesson in geography which the child does not forget, a lesson which humanizes the entire subject. Many other instances occur to us all to indicate how one day children will be introduced to the arts and sciences in their own homes, there meeting their exemplars in companionship and in fellowship. Then the boy who has been away will return to a home which is as vital or more vital than college itself; and in years to come his own home will inevitably carry on the custom of his childhood. He will realize that his own childhood was richer in opportunities than was his father's, and he will be keen on keeping the door of his own home wide open to interesting people for the sake of his children's early and effective introduction to life in the large.

There is no visible human progress externally applied to large numbers of people. The world wags on, and the race, generation by generation, repeats itself; but in individual cases it is possible to have doors of opportunity open wider than they are now, and in this sense there may be said to be a chance for progress. It is only as the more sensible minority becomes more sensible and less of a minority that the race will progress along paths which alone lead to fullness of experience through the development of men and women who are alive intellectually and imaginatively as well as physically, and who in their childhood first caught the vision of life as it can be lived.

In some such way, it may be submitted, is to be brought about the regeneration of the home from the point of view of the returning graduate. When

will this change begin? The answer is, Even now. What perhaps could not have been so effectually accomplished in years of peace was well set on foot in a few months of war. The atmosphere of countless homes changed as by a miracle. The son returns not from college but from the front. His craving for a different home from what he finds is even greater than it would otherwise be. There is no use blinking the fact that that home that was inadequately prepared for the return of the collegian offers an even more unsatisfactory welcome to the soldier. It is not to be expected that he can be made to feel completely at home in his father's house. For in many instances and in the midst of hideousness in military service he will have had moments of experiencing life other than physically speaking, of a tensivity which he did not know even in college, which of course he did not enjoy at home. But if the home is not prepared for him, think, on the contrary, what a boon to it is his return. Think what it means to his younger brothers and sisters. Far more than upperclassman and professor are to the freshman the soldier is to the children—indeed the god of their idolary. Not to mention the numberless side lights from him on the arts and sciences, he is a real traveller with a tale to tell. In thousands of families, the soldier's return, it is to be hoped and expected, will do somewhat towards bridging the gap of the recent past, between home and college.

Do I make the effort necessary to keep myself in first-class physical condition?

Do I have a sympathetic interest in the people and things about me?

Do I constantly keep in mind that what I am to-day is the result of what I did yesterday and that what I shall be to-morrow is being determined by my conduct and my environment to-day?

Do I have the vision to see myself ten years hence occupying the place in life that I would like to occupy, and do I see clearly the road leading forward to my goal?

KNOWLEDGE ALONE NOT SUFFICIENT

Governor Frank O. Lowden, Illinois, Before Department of
Superintendence

KNOWLEDGE alone does not suffice. Mere intellectuals are not safe guides. We have seen one of the great powers of the earth come to grief through the influence and teachings of its universities. Knowledge still is power. But it does not follow that it is beneficent power.

Germany was one of the best educated nations of the world but its Kultur was its ruin. It is true that the state, for purposes of its own, had always by the most subtle means, given direction to German philosophic thought. And yet this alone cannot account for the philosophy of government which Germany evolved. For it must be confessed that in many American universities where thought and speech are free and where the State has withheld its hand, there were many devotees of German Kultur.

Though education alone is not always sufficient, yet without it no democracy can survive. But we must add to education of the mind, national ideals if we would make the republic secure. Those ideals are human brotherhood, justice and liberty.

The conquests of the intellect have come faster than moral convictions. Hence it is that science has proven itself more deadly in war than beneficent in peace. Some way must be found by which moral progress will outrun, or at least equal, intellectual achievements. We have taught our children the form of our government, but we have been silent about its guiding spirit. We have repeated again and again that this is a government by the majority. That is only half true. For our fathers recognized that some rights were so sacred that they should forever be beyond the power of the majority. Among these rights were liberty of speech, freedom of religious worship, the life, liberty and property of the individual. It was taken for granted that no civilization could endure unless certain sacred rights were guaranteed as absolutely to the smallest minority as to the largest majority. It

is true that the majority governs in our republic. But its government must always be subject to the preservation, in all their integrity, of these fundamental rights. The Bolshevik too claims to govern by majority rule. But his idea of majority rule is that the majority has a perfect right to deprive the minority of its liberties, of its property, of its very life. This means a despotism more hateful and more dangerous than the despotism of the Hohenzollerns we have just crushed. Someone has said that the enlightenment of a free government is measured by the consideration which it extends to the minority. Under the Bolshevik doctrine, the success of the government is measured by the completeness with which the majority destroys the minority. The tyranny of the majority under Bolshevik rule, I repeat, is more dangerous to the future of the world than autocratic rule ever was. For there hasn't been a king in modern times, no matter how bigoted or how cruel, who didn't feel that in some way some at least of the arts and sciences must be preserved if his kingdom was to endure. The Bolshevik, with a savage logic, puts to death the student and the scholar and closes the university doors. For this form of government cannot survive in the light of learning.

We have just emerged victorious from the greatest war the world has ever seen. During the fateful months of last year, civilization at times seemed hanging in the balance. The only effective preparation we had made for that was the work done by the public schools. It was there that the youth of America had learned something about a practical democracy. There, the different nationalities met and through a common language in the main, had come to feel that they were Americans. Our people had begun to think and feel in class terms. It was the public schools that tended to break down this tendency. The Central Empires did not believe that America could enroll a great army. They thought it impossible that a

government of the people could marshal millions. They omitted one factor from their calculations, and that was the influence of the public schools of America.

But now we are fighting another foe. The Bolshevik is as much our enemy as was the Prussian autocracy. And just as we had learned democracy, in the public schools, so must we learn that democracy is only possible under a government of law and order. Too many of our college professors have been teaching a vague form of internationalism as against the national spirit. In the seclusion of the study, without responsibility for the actual conduct of practical human affairs, they have permitted their fancy to roam over a world unvexed by real government. They have forgotten that government has been in all the world the condition of human progress. They conduct a college of liberal arts and overlook the fact that government is the most difficult of all the arts. In their economics they discuss wealth as though nature, in some sort of way, had stamped values upon all natural resources.

Why is it that Mexico, a country which approaches the United States, in natural resources, is a bankrupt nation, while the United States is the richest country on the globe? It is because the United States has had a stable government and the people have been able to make orderly progress. Travelers tell us that there are millions of acres of agricultural lands in Siberia, the equal of the best in Iowa or Illinois. These lands can be bought for a song. Why is it? Because, under the government of America, the people have been permitted to develop their resources. Because great transportation lines have been laid down so that the products of our farms everywhere can reach a market. Because we have a government under which life, liberty and property are secure. And so, in any inventory of our mere material resources, we shall place our government first.

Our education must concern itself more and more with the practical things of life. We have inherited the idea that the highest culture rests upon the literature of Greece and Rome. That idea is well enough as far as it goes. But those

ancient writers dealt with the things of their every-day life. The occupation, the customs, the habits of the people were the over recurring themes. And so the culture of to-day must have a more direct relation to the life we live. Our civilization may in some ways be no better than that of the classic age, but it is entirely different. Through the development of science, industrialism is now the dominant fact in our world. Let us recognize this fact and vitalize the education of to-day. Vocational training must be made to harmonize with cultural training. This can be done. We must teach our children more about business. We should give more attention to the great industries. Our histories should give at least as much attention to the production of commodities in time of peace as to their destruction in war. Our economics should teach our children that while property is the fruit of labor, it is the fruit of the labor of the brains as well as the hand. The Bolsheviks deny that brains are a factor. And if brains protest, the Bolshevik kills brains.

It is not only important what we shall teach, but in what language we shall teach. It sometimes is assumed that the idea and the printed word are totally different things. This is not so. The idea and the word to express it are so closely wedded that you cannot separate the two. This it is which gives cultural value to the study of a foreign tongue. You do not get the Roman spirit by the study of Greek literature. Nor do you get the American spirit if you are educated in a foreign tongue. The English tongue is the language of liberty, of self-government, of orderly progress, under the law. It is the language in which Washington bade farewell to his countrymen. It is the language which Lincoln used in its purest form in enunciating the great principles for which the republic stands. It is the language in which the aspirations of the American nation have been clothed in all its history, and it is the only language which reveals the true American spirit. Unless our children in the elementary grades of our schools are compelled to learn to think in that language, we cannot expect them to come under the influence of American ideals.

SUPERVISION IN A SMALL CITY SYSTEM

**R. B. Irens, Superintendent of Schools, Rapid City, South Dakota,
Before Department of Superintendence**

BEFORE attempting a discussion of the topic, Supervision in a Small City School System, it is necessary to say that in this paper, any system of schools which has no special supervisory corps is included.

The Small School System presents many peculiar problems to the administration. Among these are the following:

1. Lack of sufficient office help presents a very serious problem.

2. The truancy problem in a small system causes considerable worry.

3. The problem of supervision.

There are no doubt others of equal importance.

One of the most important and at the same time most difficult to solve is that of proper supervision. Can the superintendent do all the supervising? If the system is progressive, modern ideas in education will prevail. The superintendent will be the chief administrator of the system. He will select teachers and principals, inspect various school departments, inspect school buildings, will be responsible for results in each department for the selection of textbooks, improvements of teachers in service, the application of the salary schedule, promotion of teachers, will act as a court of appeal for subordinates, parents and teachers.

He will also act as the agent of the board of education, will be a member of committees of the board of education, represent the board in the community, as a member of civic organizations, in public meetings and with the press. He will be responsible for the budget, buildings, janitor service, supplies, records and reports.

He will be responsible for the organization of the whole school system and each department, and will be responsible for the policies of administration, of instruction, inspection, supervision and the courses of study.

The foregoing shows briefly the functions of a superintendent of schools

in a modern system. No matter how small the system, it would seem that most of one man's time would be taken in attending to these administrative duties. As a matter of fact, if these duties are performed, there is little time for the work of supervision of instruction.

In addition to the lack of time to adequately supervise, is it possible for a man to become competent to really supervise all the instruction in a school? Instruction may be improved by showing the teacher how. One who assumes to supervise should be able to demonstrate. Is it possible for a superintendent to properly supervise a primary teacher, to point out her weaknesses and demonstrate how the thing actually should be done on one day and on the next show a teacher in the sixth grade, for example, how best to teach silent reading and then the next day do something really worth while in improving instruction in the Junior High School, while all the time he has in mind the administrative duties related in the first part of this discussion? If we find a man who is able to improve the instruction in any of the classes by helpful suggestion and demonstration, if he is actually the administrator of the school he will not have time to repeat his visits often enough to make his work really effective.

Quoting George A. Mirick:

"When administration and supervision compete for the time and attention of one who has both responsibilities, administration always crowds out supervision. The work of administration must be done or the schools will close; therefore the superintendent will of necessity, for lack of time, translate his supervisory work in terms of inspection, criticism and personal opinion. When thus translated, supervision becomes mechanical, destructive, irritating. Teachers endure it, but are not helped by it." It never has and cannot be efficient.

All schools should have a trained corps of supervisors. Administration and

supervision have become so highly developed, technical, and specialized that one person cannot master both.

However, in a great many schools this is wholly impossible. The superintendent finds himself with these two great responsibilities on his hands. He must be the administrator of the school. Supervision of instruction is too important to be a "side line" and cannot be ignored.

The following plan has some advantages.

The school system may be divided into groups as follows: First and second grade groups; third and fourth grade groups; fifth and sixth grade groups, and seventh and eighth grade groups.

In selecting teachers for these groups the superintendent makes special effort to secure one teacher who in addition to being well trained and experienced is well balanced and has those traits which tend toward making her a leader among her fellow teachers. This teacher may be called the principal of the group. Thus a system using this plan will have four groups, each with a superior teacher in the capacity of a leader or principal.

The teachers in these groups will meet at the beginning of the year and once each succeeding month and together go over the course of study. They will discuss ways and methods of accomplishing the work called for in the course. Each teacher will be permitted to make suggestions or ask questions.

As a result of the first conference there can be no haziness or doubts about the requirements. In the subsequent meetings the teachers discuss the problems of the past month and explain how they solved them. If any had problems they couldn't solve and failed to accomplish the amount of work the other teachers in the group did, they are helped by a free discussion with other teachers. These meetings are always held under the direction of the principal of the group, who has been chosen because of her training, experience and personality. Less experience and less efficient teachers find these meetings stimulating and helpful and return to the class-room better able to cope with the situation.

Another part of the plan is to employ a substitute who will relieve the principal so that she may observe the work of her various teachers. This substitute at other times relieves the various teachers so that they may observe the work of the principal or of any other teacher who is especially strong in all her work or in any particular branch.

By these meetings and visits each teacher knows just what work each teacher in his group is doing. By co-operation between the principals of the groups she knows or can find out from her principal what work is being done by the grades above and below her. This is a benefit to teachers and students but is something which doesn't always prevail.

When this plan is in effect the school has the advantage of any supervision the superintendent is able to give. He may meet with the various groups if he has time. He may have conferences with the various principals as often as needed and he may visit class-rooms just as often as he can. Nothing in the foregoing prohibits him supervising or inspecting as much as he would do without adopting the plan. Some of the advantages of this plan are:

1. The busy superintendent has some one of special ability to confer with about any new ideas or policies which he thinks might improve the work in any particular grade or subject. He receives her opinion which is based on her mature experience in the grade or subject under discussion. If the new policy is thought to be worthy of a trial the principal may direct its introduction.

2. The principal is always able to demonstrate how she desires anything done.

3. It recognizes special abilities of all the teachers since any are permitted to make any suggestions they think will improve the instruction. Or if any teacher has special talent in any line, teachers are set to observe her teaching.

4. Teachers of a necessity must co-operate or there is no place in the system for them.

5. Teachers have no just cause for criticism of the course of study, or the policy which prevails because each one

is invited to make suggestions looking to improvement. They either accept the course of study as the best they know and the plans for the working it out as fair and reasonable or they have an opportunity each month of bringing a suggestion of improvement. Each one is given credit for any ideas she may have. If they are worth while they are adopted.

6. Teachers gain confidence since they know each other, they know what each is accomplishing, what has been accomplished and what is expected of them.

7. There is a tendency toward uniformity in efficiency since all gain by a

knowledge of the strong points in each teacher and each may model her teaching after the best in the group.

In order to check up on instruction and to know that effective teaching is being done, the superintendent may use the various standard tests. And since his teachers are working together with so little friction and lost motion he should find that the various classes are nearly on the same plane of efficiency and that the curve from grade to grade to be quite uniform, which would donate that the system had been effectively supervised.

AMERICAN BACKWARDNESS IN THE PROFESSIONAL PREPARATION OF TEACHERS

W. G. Bagley, Before Department of Superintendence

AMERICAN policies regarding the professional preparation of teachers have pretty faithfully reflected the attitude of the public toward teaching as a career. It is unnecessary in this audience to rehearse the facts regarding our backwardness in this, the most important function in a democracy. We all know that our normal schools, generally speaking, are more penuriously supported than any other institutions of similar grade or approximate significance and responsibility. We know that they do not hold a place in the public esteem that is comparable to that of the colleges of liberal arts, engineering, agriculture, medicine, or law. We know that they suffer in consequence, both in the advantages that they are able to offer and in their attractiveness to ambitious youth.

All this is clear enough to us, but for some reason it is not clear to the public. There are certain fundamental facts that deserve to be reiterated until their deep significance has sunk home. There are three upon which I should lay particular emphasis.

In the first place, there can be no doubt that the high-school graduates now entering the normal schools to prepare for public-school service represent a significantly lower level of mental ability than do the high-school graduates who are looking toward other professions. This fact has been definitely established upon

the basis of a thoroughgoing investigation for one large and typical state; that the same condition obtains in many if not most of the other states is vouched for by the testimony of those long familiar with the normal schools. The situation in short, is this: not only are the great masses of public-school teachers relatively short-lived in the service—half of all teachers remaining in the schools but four years or less, and fully one-fourth of all leaving at or before the close of the second year; not only are the majority of these teachers without professional training; but even the relative few who are now preparing with any degree of seriousness for the work do not represent, as a group, anything approaching the best available material. There is no doubt that this condition has developed chiefly within the past ten or fifteen years, and that the normal schools before that time were selective of a relatively better grade of student. But with the ever-increasing opportunities for women to enter other callings, the situation in the public-school service is certain to become more and more serious unless immediate steps are taken to make classroom teaching a permanent, attractive, honored, and well-rewarded profession.

It is essential that we should think of this problem and discuss it in an objective and impartial attitude. What we as individuals may suffer because of the de-

pressed standards and inadequate compensation of our calling is a matter of small consequence in comparison with the fundamental interest that is affected,—namely the interest of the Nation and of its welfare and progress in the years that are to come. Every ideal that democracy is striving to realize is bound up indissolubly with the efficiency of the educational system. To permit without protest a situation to continue that means a progressively lower level of ability among our public-school teachers would mean that we were recreant to our trust. It is our particular business to keep our eye on the educational barometer, just as it is the financier's business to keep his eye on the business barometer, and the physician's business to keep his eye on the health barometer. The public may not thank us for doing it any more than the public thanked certain of its army officers for having sense enough to protest in their professional capacity against our unpreparedness because they could see things to which the public was blind. Democracies, generally speaking, do not take kindly to anything approaching professional advice; but that does not relieve the professional servant of a democratic society from the duty of pointing out dangers which his familiarity with a circumscribed field enables him to detect long before the layman knows what is going on.

Another fact of which the public should become thoroughly aware is the low rank that we hold among the civilized nations in respect to the preparation of our public-school teachers. Just before the war began, for example, two-thirds of the elementary teachers in England were professionally prepared for their responsible work. I mean by this that these teachers had had a preparation that would be equivalent in this country to graduation from a four-year high school plus two years of normal-school training. In the United States, not more than one-fourth of the elementary teachers have had so extended a preparation.

Nor is our standing low only in comparison with countries like England and France. One of our South American sister-republics—Chile—supports sixteen normal schools for a population of 4,000,000—five more than Massachusetts

operates for a population about equal to that of Chile. While these Chilean normal schools do not require our equivalent of high-school graduation for admission, they keep their students in residence for six years, and provide for them not only tuition but board, lodging, and clothing during this long period of professional study and training. To-day, forty per cent. of the teachers in the elementary schools of Chile are graduates of these extended professional curricula, and the remaining sixty per cent. have had some professional preparation.

It is clear that, if our people wish to continue their leadership in a democratic world, they must be awakened to the significance of this most important democratic function of providing competent teachers for the children of the Nation. Practically every other civilized country has adopted for the education of its public-school teachers the same liberal policy that we have adopted for the training of our officers for the army and the navy; that is, the selection of candidates upon a rigorous basis of merit and the careful education of these select candidates at public expense. In the United States as in other countries, the overwhelming majority of the public-school teachers are recruited from families that are unable at their own expense to send their children to normal schools for extended periods of professional preparation. There are two ways out of the difficulty. One is to require adequate professional preparation and limit certification to those individuals who can afford to secure this preparation. The other is to require professional preparation and then keep the profession open to all qualified candidates by providing the training at public expense. Our people have adopted neither method. They have kept the standards of certification so low that candidates readily secure licenses without any preparation worthy of the name, and then they have established normal schools with the expectation that students will enroll voluntarily in large numbers for the privilege of securing training at their own expense and then competing with those who have been permitted to enter the profession by the back door. The result is one that could easily be predicted. Not only do the

normal schools, as we have seen, fail to attract the best available talent, but they graduate less than one-fifth of the number of recruits needed each year to fill the vacancies in the elementary schools alone. Most of the graduates go into those city systems that are progressive enough to demand some measure of professional preparation, leaving to immature and untrained recruits the rural and village schools, in which more than one-half of the nation's children receive all of their schooling.

A third fact that should be brought before our people is that the kind of education that they expect the public schools to provide for their children can never be provided unless the standards for the preparation of teachers are raised far beyond what they are to-day even in our most progressive city school systems. Of course not all of the miracles that some people expect from the public schools can ever be brought about,—any more than anyone can ever square the circle or construct a cube that will be double the contents of a given cube, or devise a machine for perpetual motion. The sooner we recognize some of these impossibilities, the better it will be for our cause, for good schoolmen and even professors of education sometimes lose their heads over beautiful dreams that could be realized only if we were able to go back to the beginnings of things and reconstruct the human race on a different pattern. But even modest and eminently sane hopes of educational betterment must await a general level of teaching-skill and teaching-insight now to be found only in the rarest cases. Many parents who have a vague but sincere conviction that their children are not getting what they should from the schools are not expecting miracles, but they are expecting goods that cannot be delivered by a teacher whose equipment comprises at most a four-year high-school education with a little professional training which has attempted in one or two years to prepare her to teach every subject and supervise every activity in an eight-year educational programme covering so comprehensive a portion of human knowledge and human skill as arithmetic, geography, the myths of Greece and Rome, the greatest short masterpieces of

English and American literature, the essentials of physiology and hygiene, the whole gamut of American history and biography from Columbus to Woodrow Wilson, the background of English history, a knowledge of civic institutions and ideals of civic righteousness, music, drawing, painting, and design,—to say nothing of nature study, agriculture, and industrial arts of various types. And this brief professional training attempts to furnish not only a mastery of this great heritage which the teacher is to pass on to the next generation, but also skill and insight in the process of adapting these materials every day to forty little minds each differing from all of the others in ability and willingness to learn,—each an individual mind with individual tastes and limitations. The parent is expecting no miracle when he asks that his children be safely and profitably inducted into that basic and precious part of our human heritage which the elementary programme of studies represents. He is expecting a miracle when he assumes that it can be done satisfactorily by a nineteen-year-old girl, who enters the work with the limited preparation now accepted as a maximum, and who, however sincere and devoted she may be, is looking upon her work, not as a great and responsible profession, but as a stop-gap occupation.

I am convinced that it is the most short-sighted of policies to attempt to prepare a teacher in two years to fit successfully into any grade that happens to have a vacancy when she seeks appointment. What the child of eight or nine or ten years needs in the way of teaching is not what the beginner needs or what the eighth-grade pupil needs. The teaching difficulties that are involved in only a circumscribed range of school work are enormous when one comes to catalogue them. The demands upon even a fourth-grade teacher who would do well the work of that grade are as severe and as exacting as any individual should be expected to bear. Until we dispel the fatuous delusion that the equipment of the teacher must vary directly as the age of the pupil, we shall never have in the elementary school the level of expert service that we must have if these basic schools are to do their basic work. If the people will give our normal schools

four years to prepare each type of teacher,—rural-school, primary, intermediate, upper-grade or junior high-school, and high-school; if they will provide scholarships for qualified students seeking entrance to these normal schools; if they will limit teachers' licenses to graduates of these normal schools; if they will insist that the normal school is to train teachers and that this job is big enough and important enough to absorb all of its energies; if they will insist that every normal school is operated for the benefit of the whole people and not for the pecuniary advantage of the local community in which it has been placed; if they will determine, in consequence, that all of the schools of every community having a normal school shall be available as laboratories of teaching, and be firm in their determination to the point of moving the school to another place if the profiteers are obstinate; if they will pay to normal-school instructors salaries just a trifle higher than instructors in any other group of higher or professional institutions receive (for this, in view of their tremendous responsibilities is no more than the due of those who prepare teachers for the public schools); if the people will take these simple steps, the problem will be solved, and with it will be solved a host of other irritating and perplexing problems that beset public education.

I have purposely characterized these as "simple" steps, for they are simple. In aggregate, they bear no comparison in difficulty to any one of a half-dozen collective achievements of our people during the past two years; the establishment of the selective draft; the floating of Liberty loans; the inauguration of the ship-building programme; the feeding of the Allies; the sending of two million soldiers to France. Nor would the cost be prohibitive, even in this day of high taxes. The nation has spent for intoxicating liquors in past years no less than \$1,500,000,000 annually. It seems that this is to be saved in the future. It will be augmented by the increased production due to the disuse of intoxicants. Let us assume, conservatively, that the available wealth of the nation will be increased by an annual increment of two billion dollars because of prohibition. Where should

this increase go? Is it improper to suggest that a fair portion—say one-half—should go to public education? Certainly the public schools have done their share to bring about this consummation. We are told, of course, that the prime cause of prohibition in this country has been the great development of industry; but other countries have undergone industrial development,—are much more thoroughly industrialized, even, than we are. Yet there seems to be no visible movement toward prohibition. In this country, one factor, however, has operated in a measure unapproached elsewhere. For two generations the schools have explicitly and systematically indoctrinated the children of the nation against alcohol. The mills of education grind slowly—but eventually they grind exceeding small.

Is it unreasonable to claim for education one-half of the impending saving? A billion dollars added to our annual educational budget would solve our problem in a trice. We could raise the level of public-school service to a point unapproached and unapproachable by any other nation. We could put into every classroom in the country within a decade—into the rural and village schools as well as the urban schools—a teacher adequately prepared to do in a masterly way the work that that school involves. We could pay to that teacher a salary that would make him not only content but anxious to make the work a real and permanent career. We could pay to the rural school teacher the differential that is needed to get into these schools and keep in them the men and women who, in these strategic positions, can do more for the future of our country than any other group. We could make our normal schools into great educational West Points where the best talent that the country produces can be instructed and trained and inspired to do the most important work that can be done in a great democracy.

Really now, honest Injun, have you ever done your best—your very best?

What you will finally be will be largely determined by what you do when you have nothing to do.

WHAT THE WAR SHOULD DO FOR OUR METHODS IN GEOGRAPHY

J. Paul Goode, University of Chicago, Before Department of Superintendence

THIS Great War, more than any other war in history, has focused the world's attention upon the map. Every nation has been involved, some at grips with death, and even the remotest neutral nation paying tribute to the Kaiser, in unsettled markets and ruined affairs. And on us, in America, these disturbing influences have been very marked. We have been keenly alert to every phase of the great conflict. We have watched the tide of events day by day from Tsing-tao, to the Falkland Islands, and then to the Skager Rak; the fighting in Togo, the Cameroons, Damaraland, and East Africa, the tragedies of Mesopotamia, Palestine and Armenia, the varying flood of events on the Italian front, in Roumania, on the front in France from St. Mihiel to Flanders, and on the long East front from Riga to Odessa. We have learned of the heroism and dramatic travels of the 80,000 Czecho-Slovaks, and their deathless glory, in their desperate ventures in the cause of freedom, and now we are watching the birth of a flock of little republics, most of the names of which even, were unknown to the mass of Americans four years ago. Our sons and brothers from every community in our broad land, have gone by the million into service in various parts of Europe and Asia, getting geography at first hand, and writing home innumerable letters from places unheard of by the folks at home.

So suddenly has our attention been demanded for all the four quarters of the earth, and so uneducated in geography are most of us, that our newspapers early found that the most valuable bit of news they could publish was a map which would put before the eye the location of the event chronicled. All the magazines have learned the same good lesson, and even the most staid and sober of the literary magazines, which has always held itself in dignified superiority to the use of illustrations, has followed suit these years, with maps.

Our navy shares with Britain in the rule of the seas. Our ship building programme looks to the future. We built last year almost two million tons of shipping and are building now at a two million rate. Our lads are still enlisting for naval service, and a half million of them will soon be finding themselves in all the ports of the world,—and we at home will be keeping track of them, and getting lessons in place geography in the most natural and effective way.

So far back as 1890 our country "reached its majority" in the matter of foreign trade. Manufacture and commerce have grown vastly, since then, and for the past two years the total value of our foreign trade has passed the mark of \$9,000,000,000. We are far and away the greatest nation on earth in foreign trade—and we are only beginning to grow. When we stop to think that our country has over one half of all the known coal in the world; is producing almost one-half of the world's iron; and three-fourths of the world's copper; and two-thirds of the world's petroleum; and two-thirds of the world's cotton,—and this is only the beginning of a long list of advantages we claim as ours,—we can see very plainly that our manifest destiny is to do the manufacturing for half the world, and to assume presently the responsibility for half the world's foreign commerce.

All this should make it as plain as a pike staff, that we, as a people, are not to be permitted longer to be a provincial people. We must look over the horizon, and learn the geography of other lands. We must see to it that all our children get this general acquaintance with the world at large. And if we are going to be the world's greatest commercial nation, we cannot escape the call for a large and general development of commercial geography—the study of the geographic principles underlying the production of the raw materials of commerce, and the distribution of these materials into the mar-

kets of the world. It is an inspiration to see the government, through the Federal Board for Vocational Education, making a careful canvass of what education is essential in the development of our industry and commerce, and discovering geography as an indispensable element in all preparation for industry, and especially commercial geography for the foreign trade work.

Now comes the conclusion of the Great War, when the victors are working out the details of a League of Nations, which shall make it forever impossible for the world to be drawn again into a world war, and we find ourselves as a nation, because of the great advantages bestowed upon us, facing a large fraction of the responsibilities of the Great League, sharing in policing the world, and seeing to it that every people, however small, shall be given its right to liberty and the pursuit of happiness. We are likely to be called to act as sponsor to a flock of small nations all over the earth,—and we are all going to have a patriotic pride in this business of assuring the “square deal,”—and willy nilly, we will all be drilled still farther in geography.

We as a nation are distinctly above the horizon. We are very much in the family of nations. We may not play the role of recluse any more—be provincial any more. We must become good geographers, and have a general acquaintance, not only with our own country, but with the family of nations outside our own.

When we turn to our schools to find what provision there is for all this general training, we find geography teaching at a low ebb. As a rule in the common schools geography is offered only in three or four years. In many schools the pupil is given no training in geography after the sixth grade. Even so, what is done is often so poorly done, that the pupil goes on into his life work, with as nearly nothing in the way of geographic training as can be imagined. A generation ago some emphasis was put upon place geography, and the older men and women of to-day, have some knowledge of the map to fall back upon, as the horizon of our daily interest takes us out into the world. But there came a protest

against this drill on the map, this “sailor geography,” and without taking pains to inquire what was bad about it, or how better to do the part that was worth doing in place geography, it was easier to call it a bad name, and drop it, and with it nearly all interest in the subject. So far has this lack of interest in geography as a school subject carried us, that we hardly expect an entering college student to know any geography at all. I have had in my own classes, teachers of long standing in the schools of a great city, who could not even name half the States in the United States, and who on a test in a hundred important place names in general geography might get but thirteen to twenty of them right. Successful men within my horizon have within the last two years been surprised to learn that the Ukraine was a region and not a breakfast food. One man interested in selling a product in Australia asked what part of South America Australia is in, anyway! And a professor in a prominent Eastern university could not answer the question, “What is Milwaukee?”

A very slight search for reasons for this general apathy, and evasion of the opportunity and duty of getting all the students of our schools well established in geography, shows that the study of geography for the purpose of teaching it, is largely ignored in normal schools, and other schools for the training of teachers. There are not many such schools where the subject has a fair share of the student teachers' time, or where competently trained instructors are given an opportunity for developing such training; or where instructors who have the training are given adequate equipment for a proper development of the science. There are normal schools of some standing, in which provision for training the young geography teacher is limited to one term, or one-half year in the course, and then as one of four or five subjects carried abreast. In many schools one or two years of Latin or German may be offered, and in some cases required of young people who are presently required by the principal to take classes in geography. Some one has pointed out that one of the largest handicaps against the development of geography in our schools is that

the geography text is printed in English. If it had a language of its own, or even a peculiar vocabulary, like Latin, or German, or chemistry, or domestic science, some preliminary preparation for its teaching would be granted. As it is, it often happens that a young teacher who has not even been exposed to geography since the seventh or eighth grade, is required to teach a class, often with results which on the surface seem to warrant the principal or the school board in still further ignoring the subject.

What then, has the war done, in indicating needed changes in our methods in geography? It has shown the absolute need of the reorganization of the course of study in our schools, bringing geography up to a par with English, and arithmetic, as an essential in the liberal education of all our children. It might be profitable to have some work in geography in every year in the grades.

It has shown the utter folly of expecting good geography teaching to be done without providing for the adequate training of the young person who is expected later to teach the subject.

It is certain, that following all the work that can be done in the grades, there should be provided in the high school, at least three separate units for work in geography, which might well occupy three terms or three half years: I. The Principles of Geography. II. Commercial or Economic Geography, and III. Commercial Countries.

The first of these units is an element of the very largest significance in the liberal education of every student, and might with perfect propriety be required as rigidly as a knowledge of common arithmetic. The second course, commercial geography, is of the largest value in opening up the horizon of the world's activities in industry and commerce, and by all means should be a part of the necessary general education of every boy or girl who is to go into the business world, and is of almost equal value with the principles course just mentioned, as an element in a liberal education. The third course, commercial countries, would be offered late in the high school work, it might occupy a whole year with profit, and would be the beginning of

special training leading into active commercial work in the business world.

It is plain also, that adequate teaching in geography calls for a generous equipment in globes, maps, atlases and other texts, and pictures, such as photographs, stereographs, or lantern slides. It should be considered just as essential to have this material equipment for geography, as to have a laboratory and regents and apparatus for chemistry.

Finally the whole question of teachers' pay should be opened up. A young person can not afford to get the preparation necessary for doing good work in teaching, unless there is a decent living wage to look forward to. There are many city schools in which the janitors are better paid than any of the teachers, where the plumber who comes to fix a leaky pipe is paid more than the principal of the school. That is because the janitors and the plumbers have unions and can demand a living wage. If necessary the teachers should be encouraged to form unions, and play the game too. The teachers' pay should be sufficient to do a little more than merely buy clothes and pay board bills. It should be possible for a geography teacher to lay by a little, and travel a bit now and then out into the world, and get at first hand some of the geographic relations and conditions he is teaching to his pupils. Under present conditions most of the able men and women avoid teaching, where no such margin is discoverable in the year's budget, and choose some other line where a better living is possible. Those who stay by are either missionaries, having an interest in teaching, and in the boys and girls, and knowing that it is a good service; or they are the left overs,—that is, the kind of product the school board bargains for with the salary offered.

These are some of the larger needs which the World War has shown us. If we are wise we will awake at the call of the new day, and prepare our boys and girls for the new era, being now ushered in. If we are wise we shall examine our course of study carefully, and throw out non-essentials. And we will elevate the science of geography to the proud place it deserves in the general education of the future American citizen.

STATE DEPARTMENT OF EDUCATION**Lloyd L. Cheney, Editor**

THE Department was represented at the annual meeting of the National Society for the Promotion of Vocational Education, held in St. Louis, Mo., in February, by Lewis A. Wilson, director of the Division of Agricultural and Industrial Education.

Bird Day will be observed in the schools Friday, April 11th.

The Department has recently issued a Syllabus for the Examination and Census of Mentally Retarded, Subnormal or Atypical Pupils. It contains suggestions for class organization and copies of useful blanks.

The next meeting of the Board of Regents will be held in Buffalo on March 27th, in connection with the dedication of the new state normal school building and the installation of Harry W. Rockwell, formerly of Pelham Manor, as principal.

The department of historical research of the Carnegie Institution of Washington has invited Arnold J. F. Van Laer, archivist of this department, to go to Holland for the purpose of collecting data for the publication of a guide to the material in the Dutch archives relating to the history of the United States. The major part of this material relates, of course, to the history of New York state, and Mr. Van Laer will be occupied with important matters connected with his regular work in this department. The Board of Regents has granted Mr. Van Laer a three months leave of absence, to begin about April 15th.

Fred Engelhardt, formerly principal of the high school at Malone, has been appointed inspector in elementary education. Mr. Engelhardt entered the army in May 1917, was later assigned to the coast artillery, and was recently discharged with the rank of major.

LANTERN SLIDES

The sets of lantern slides of the Visual Instruction Division on Lincoln and on Washington were in great demand during February. There are 75 duplicates of each of these sets. The Lincoln slides were lent 95 times; those on Washington 77 times. Twenty additional applications for the Lincoln set and thirty for the Washington had to be denied.

In announcing List 39 covering 101 titles of slides on Asia Minor the Visual Instruction Division publishes the following introductory note:

Asia Minor is now a comparatively little known region, but it has a long and interesting history. It is the bridge between Asia and Europe and hence has been the scene of many world movements. It has also played a part of its own in the world's activities. Troy was there; Greek colonies occupied its coastal districts; numerous classical myths are associated with this land; Christianity established there some of its earliest churches; a powerful Seljuk dynasty left its impression on the country.

To-day Asia Minor is coming into some prominence again as providing a trade route between Europe and the East. It is also to be considered with the Balkan states in international politics. Therefore this region, like other parts of Asia, is beginning to have a larger share of public attention than formerly.

HOME GARDEN PROGRAMME

An extensive school and home garden programme is being planned for the season of 1919. Three agencies, the State Education Department, the State College of Agriculture and the United States Bureau of Education through the School Garden Army will co-operate with local agencies in the closest possible manner to increase food production through gardens grown by pupils.

Training courses for garden teachers and supervisors will be conducted at Buffalo, Rochester, Syracuse, Albany and Yonkers during the weeks of March 17th

and March 24, 1919. These courses will be given by representatives of the State College of Agriculture, United States Bureau of Education and the State Education Department. Candidates desiring to enroll for this instruction should make application to the Division of Agricultural and Industrial Education, Education Department, Albany, N. Y.

SCHOOL LIBRARIES

Some time since it was planned to give a testimonial of reading to all pupils who had done a required amount and variety of reading. The School Libraries Division prepared a list of 250 books divided into ten groups. Whenever a pupil in the grades was reported to have read with care at least fifty of these books, and not fewer than three from each group, the testimonial was issued to him.

This testimonial is a handsome one bearing the facsimile signature of the Commissioner of Education, and it is to be signed by the school officer of the locality, either the district superintendent, principal, or superintendent. It takes some time to get such a plan in operation and have the required amount of reading done, but the district superintendents issued 1,964 such testimonials last year, and the superintendents of cities and villages many more.

It is believed that this plan might be taken up in all elementary schools to great advantage. It would ensure better reading on part of the pupils, and a greater variety of reading. When it is remembered that only a very small part of our children ever enter our high schools, it must be apparent that it is a matter of the utmost importance that they acquire the reading habit while in the grades, and that they acquire a taste for good reading. The plan indicated seems to accomplish this.

The city of Binghamton has done most excellent work in this direction. Doubtless Superintendent Kelly would be glad to inform any one interested in this plan as to how it has worked out with them.

SUMMER SESSION OF STATE LIBRARY SCHOOL

The New York State Library School will this year give a continuous summer

session of six weeks from June 4th to July 16th. The course will be general including Cataloging and Subject Headings, Government Documents, Reference, Bibliography and a series of discussions on Book Selection. Other special subjects, such as Bookbinding and repair, Book ordering, etc., will be treated in one or more lectures. A special attempt will be made to touch directly the problems of social adjustment which are likely to arise from the war and their relation to the libraries of the country. Their specific application to book selection, reference and other phases of library use will be constantly kept in mind throughout the course.

Several specialists have already promised to speak to the summer session. Application has been made for special funds to engage others. These special lectures and discussions will, for the most part, be systematically grouped in the last two weeks of the course (July 1-16) and library workers who have already attended the summer session or who are unable to attend for the entire six weeks may attend this part of the course as auditors.

A special circular of information will be issued as soon as more definite plans can be made. This, with any other information concerning the session can be obtained by addressing The Registrar, New York State Library School, Albany, N. Y.

LIBRARY INSTITUTE FOR TEACHERS

In connection with the School Libraries Division a three weeks' library institute for school librarians (including teachers who have been definitely assigned to library work) will be held probably from July 8 to 25. Very elementary instruction in cataloging and classification and one or two other important phases of school library organization will be given. Some general lectures on school library work will also be included in the course. There will be no tuition charge for any teacher actually at work in New York State. Particulars concerning this Institute can be obtained from Dr. Sherman Williams, School Libraries Division, University of the State of New York, Albany, N. Y.

BOOK NOTICES

Elementary General Science. By Dr. D. R. Hodgson. Cloth, illustrated, 553 pp. Price, \$1.50. Hinds, Hayden & Eldridge, New York.

Teachers of general science who believe that the pupil's environment should be the central thought in the presentation of the work will be interested in the diagram given in the preface of the book on "Elementary General Science" by Dr. Daniel Russell Hodgdon, which illustrates in a striking manner that starting with the home as the center, there need be no lack for material.

At the beginning of the book some eighty pages are devoted to atmospheric and related topics. About 100 pages are devoted to topics relating to Heat. Considerable emphasis is given to the topic of Food and its preparation. Titles of other chapters are: Water; Germs and Disease; Light and Its Relation to the World; Electricity; Relation of Sound and Music to Us. Certain fundamental laws of science useful in interpreting and explaining one's surroundings are taken up in a chapter on The Universe. "Safety First" is the title of an important chapter.

The book contains a wealth of unusually well selected and prepared tables, diagrams, and illustrations. Experiments also are written into the text.

The value of carefully chosen titles for paragraphs for the purpose of enlisting an immediate interest and a spirit of investigation on the part of the pupil is well illustrated throughout the book.

HARRY CARPENTER,
West High School,
Rochester.

Our Winter Birds. By Frank M. Chapman. Cloth, illustrated, ix-182 pp. Price, 60c. D. Appleton & Co., New York.

A really delightful book for children and grown-ups as well. The clever illustrations on the inside of the covers render possible instant identification of the feathered residents and visitors. Study of the book will add much enjoyment to winter walks or life indoors.

EDITH WILLIS FORBES.

BOOKS RECEIVED

McHALE, C. F. "Spanish Taught in Spanish." A textbook for learning Spanish in the easiest and most practical manner. Cloth, viii-136 pp. Price, \$1.00. Houghton Mifflin Co., Boston, New York, Chicago.

SPILLMAN, W. J. "Farm Science." A Textbook on Agriculture. Cloth, illustrated, vii-344 pp. Price, \$1.28. World Book Company, Yonkers-on-Hudson, N. Y.

TRANSEAU, EDGAR NELSON. "Science of Plant Life." A High School Botany treating of the plant and its relation to the environment. Cloth, illustrated, ix-336 pp. Price, \$1.48. World Book Company, Yonkers-on-Hudson, N. Y.

SCHERER, PETER J. "Beginners' French Reader." Cloth, illustrated, ix-131 pp. Price, 88c. World Book Company, Yonkers-on-Hudson, N. Y.

CODY, SHERWIN. "Commercial Tests and How to Use Them." Paper, vii-216 pp. Price 99c. World Book Company, Yonkers-on-Hudson, N. Y.

SERL, EMMA and PELO, WILLIAM J. "American Ideals." Selected Patriotic Readings for 7th and 8th Grades and Junior High Schools. Cloth, illustrated, Teacher's Manual, 160 pp. Price, 69c. The Gregg Publishing Co., New York.

SKINNER, ELEANOR L. and SKINNER, ADA M. "Children's Plays." Cloth, illustrated, xiii-270 pp. D. Appleton & Company, New York.

Reduce Your Cost Per Book

Our overstock, including many titles that have appeared in the A. L. A. Booklist and in other lists of recommended books, is listed complete and briefly described in our CLEARANCE CATALOGUE, ready March 15th.

Those in charge of purchasing books for library purposes will find this catalogue helpful in making up their orders so as to secure greatest value for the sum at their disposal.

The Clearance Catalogue will be sent free to any one interested on request.

THE BAKER & TAYLOR CO.

Wholesale Dealers in the Books of All Publishers
354 Fourth Ave. NEW YORK At Twenty-Sixth St.

Rising Salaries make better work possible by teachers in many cases heretofore cramped for actual living expenses.

One principal writes us on February 25th: "We are looking for a seventh and eighth grade teacher. We will pay according to this year's prices," which is the present spirit of the greater part of our calls for teachers.

Two Dollars Registration Fee

IS A SMALL INVESTMENT

in comparison with the chance assured of securing a personal recommendation to the kind of position wanted at the salary desired. An Oneonta graduate placed in departmental grade work at \$900 last September writes us on February 12:

"I am perfectly delighted with my work and everything here. I had only 11 failures in the examinations recently held, in which 134 tried. I shall be pleased to consider your Agency at any time I am in need of a position, and to recommend it to anyone else who may be in need of one."

SEPTEMBER APPLICATIONS

now coming in give the opportunity for an early settlement of next year's plans. **INDIVIDUAL ATTENTION AND DISCRIMINATING RECOMMENDATION** mark our Agency work.

THE SCHOOL BULLETIN TEACHERS AGENCY

C. W. BARDEEN, Manager

SYRACUSE, N. Y.

Before Purchasing SCHOOL FURNITURE

Do not fail to send for our catalog and prices of

Movable Chair Desks

Tablet Arm Chairs

Combination Desks

Auditorium Chairs

Teachers' Desks

Portable Folding Chairs

"EMPIRE" furniture means QUALITY

EMPIRE SEATING COMPANY, Inc.

430 East Main Street, Rochester, N. Y.

The Wadleigh High School

of New York City has ordered

675

Dunn's Community and the Citizen

for use in first year high school classes

35,000

copies of this book have been ordered for use in classes of the American Expeditionary Force in France.

Have you arranged for the use of this ideal book for the high school course in civics, which is at the same time the ideal teaching Americanism?

D. C. HEATH AND COMPANY

BOSTON

NEW YORK

CHICAGO

The Journal

of the New York State
Teachers' Association



Published Monthly at Rochester by
The New York State Teachers' Association

April, 1919

The Journal

of the New York State Teachers' Association

Entered as second-class matter at the Post Office, Rochester, N. Y., February 17, 1914. Acceptance for mailing at special rate of postage provided for in section 1103, Act of October 3, 1917, authorized September 12, 1918.

Published monthly by the New York State Teachers' Association on the 15th day of January, February, March, April, May, June, October and November, at 5 South Water Street, Rochester, N. Y.; A. G. BROOKS, Publisher.

EDITORIAL COMMITTEE: GEORGE M. FORBES, University of Rochester; GEORGE P. BRISTOL, Cornell University, Ithaca; RICHARD A. SEARING, North Tonawanda.

CHANGE OF ADDRESS. Members of the Association and subscribers should notify the Secretary, Richard A. Searing, North Tonawanda, promptly of any change of address.

COMMUNICATIONS should be addressed to the Secretary, Richard A. Searing, North Tonawanda.

SUBSCRIPTION PRICE for the JOURNAL to all who are not members of the New York State Teachers' Association is \$1.50 per year, eight issues. Postage is prepaid.

ADVERTISING. Application for advertising space and rates should be made to the Publisher, A. G. Brooks, 5 South Water Street, Rochester.

NEW YORK STATE TEACHERS' ASSOCIATION

Officers, Nineteen Hundred Nineteen

President—JUDSON S. WRIGHT, Falconer.

Vice-President—H. D. DE GROAT, Cortland.

Secretary—RICHARD A. SEARING, North Tonawanda.

Treasurer—W. H. BENEDICT, Elmira.

Executive Committee: Terms expire in 1919—DR. A. C. THOMPSON, Brockport; HOWARD G. BURDGE, Wellsville. Terms expire in 1920—MRS. ROSE MINNICK, Glens Falls; C. EDWARD JONES, Albany. Terms expire in 1921—DR. H. S. WEET, Rochester; W. E. PIERCE, East Aurora.

Ex-Officio Members—President JUDSON S. WRIGHT, Secretary RICHARD A. SEARING, Treasurer W. H. BENEDICT.

Committee on Legislation—Chairman, John A. DE CAMP, Utica; DANIEL J. KELLY, Binghamton; DR. A. R. BRUBACHER, Albany; DR. C. EDWARD JONES, Albany; MRS. ROSE MINNICK, Glens Falls.

Committee on Teachers' Welfare—Chairman, DR. THOMAS D. WOOD, Columbia University, New York City; DR. CLINTON McCORD, Albany; HENRY D. HERVEY, Auburn; MISS SOPHIE BECKER, Buffalo; MISS MABEL SIMPSON, Rochester; MRS. DOROTHY CONNOLLY, Jamestown; SUPT. L. W. SWAIN, Westfield; DR. A. R. BRUBACHER, Albany; EDWARD F. BROWN, New York City.

Special Committee on Teachers' Pensions—DR. A. R. BRUBACHER, Chairman, Albany; SUPT. RAY P. SNYDER, New York Mills; MISS ADA M. BAKER, North Tonawanda.

SECTION CHAIRMEN—1919

Classical Section—Pres., GEORGE D. KELLOGG, Union College, Schenectady; *Commercial*—Pres., G. M. YORK, State College for Teachers, Albany; *Elocution*—Pres., H. M. TILROE, Syracuse University; *English*—Pres., A. B. SIAS, West High School, Rochester; *Evening Schools and Americanization (Evening School and Immigrant Education Sections combined)*—Pres., W. C. SMITH, State Education Dept., Albany; *Fine, Industrial and Household Arts*—HARRY W. JACOBS, Buffalo; (a) *Fine Arts*—Vice-Pres., EUNICE PERRINE, State College for Teachers, Albany; (b) *Household Arts*, Vice-Pres., MARION VAN LIEW, State College for Teachers, Albany; (c) *Industrial Arts*—Vice-Pres., ALFRED BINGHAM, 192 Waverly St., Buffalo; STEWART F. BALL, Buffalo; *History Association*—Pres., EDWARD P. SMITH, High School, North Tonawanda; *The New York State School Hygiene and Physical Education Association, meeting as a section of the New York State Teachers' Association*—Pres., LAWRENCE S. HILL, 815 Myrtle Ave., Albany; *Kindergarten*—Pres., EDITH GRAVES, Fredonia; *Literature*—Pres., ALLEN ABBOTT, Columbia University, New York City; *Mathematics*—Pres., ARNOLD, State Education Dept., Albany; *Modern Language Association*—Pres., DR. JONAS, New York City; *Music*—Pres., MISS EMMA J. DEVENDORF, Gloversville; *Normal and Training School*—Pres., GRANVILLE B. JEFFERS, President, Training School, Schenectady; *Penmanship*—Pres., A. E. BENBOW, Schenectady; *Primary*—Pres., LUTHER N. STEELE, Canandaigua; *Rural School*—Supt. M. B. FURMAN, East Rochester, 2nd Dist., Monroe Co.; *Section of New York State Council of Elementary School Principals and Teachers*—Pres., NATHANIEL G. WEST, School No. 6, Rochester; *Science Section*—Pres., B. O. BURGIN, Albany High School; *School Administration*—Pres., CHAS. S. WILLIAMS, Hudson; *Subnormal and Backward Children*—Pres., LILA MARTIN, Dept. of Education, Rochester; *N. Y. State Science Teachers' Association*—Pres., H. A. CARPENTER, West High School, Rochester; Sec. Treas., E. E. FORD, West High School, Rochester.

The Humanizing Touch

that catches and holds the child's interest, that trains through the use of daily experience, that directly appeals to the imagination, is one of the rare and striking features of

Oral and Written English

(POTTER, JESCHKE, AND GILLET)

How is it given? By appealing to motives that will make the pupil want to speak and write; by introducing subjects in which he has a personal interest; by studying stories and poems and pictures that strongly excite his imagination; by writing real letters; by a judicious use of dramatizations, games, and current events.

You can make your English work in years four to eight really attractive, really vital, with this series.

Ginn and Company : Publishers

70 Fifth Avenue, New York

SYRACUSE UNIVERSITY SUMMER SESSION

July 7th—August 15th

GRADUATE, COLLEGE, and ELEMENTARY COURSES

Physical Education in all branches to meet requirements of New York State Syllabus.

Methods of Teaching Secondary School Subjects as practiced in the most modern schools: Oral English, English, Mathematics, Science, etc. Teaching staff includes heads of departments from larger high and normal schools as well as members of regular faculty.

Spanish, Conversational French, History, Public Health Nursing, etc., to meet present demands.

Pedagogy: Courses to meet requirements of the State Teachers' Examinations for college graduates.

Fine Arts Courses, Painting, Drawing, Design, Vocal Music, Instrumental Music, Methods.

TUITION, \$25.00

BOARD AND ROOM, FROM \$7.50 A WEEK UP

For further information, write to
M. ELLWOOD SMITH, Director

CORNELL UNIVERSITY

The Twenty-Eighth Summer
Session and Summer Term in
Arts and Sciences

July 5-August 15

offer to teachers and to students
enlarged opportunities for study in
substantially all college subjects.
Provision also for graduate work.
Complete University facilities:
libraries, laboratories, shops, farms.
Beautiful surroundings at head of
Cayuga Lake.

Full Announcement on request to Sec-
retary of Summer Session, Ithaca, N.Y.



REVISED EDITIONS OF ALDINE READING

THE revision of the Aldine Readers has been made in the light of the most modern, most up-to-date psychology and pedagogy, retaining all the best features of previous editions and adding new, attractive, scientific features which cannot fail to appeal to the discriminating, progressive teacher. The series is now complete through the first four years under the following titles:

PRIMER	Revised Edition, 1916
BOOK ONE	Revised Edition, 1918
BOOK TWO	Revised Edition, 1918
BOOK THREE	Revised Edition, 1918, Pupil's Edition
BOOK THREE	Revised Edition, 1918, Teacher's Edition
BOOK FOUR	Revised Edition, 1919, Pupil's Edition
BOOK FOUR	Revised Edition, 1919, Teacher's Edition
LEARNING TO READ—A MANUAL FOR TEACHERS, Revised Edition, 1918	

The Revised Manual is more extended and comprehensive than the old edition, and takes up in more detail the lessons in Book One and Book Two, giving suggestions which are invaluable to the experienced teacher and indispensable to the inexperienced. While the Manual stops with Book Two, the Teacher's Editions of Books Three and Four contain many instructions, hints, and suggestions to the teacher as to the presentation and development of each lesson in the books, which themselves contain a valuable new feature in the questions and suggestions to pupils, under the title, *Learning to Study and Think*.

73 Fifth Ave., New York **NEWSON & COMPANY** 623 So. Wabash Ave., Chicago

*From
Pinafore
to
Cap and Gown*

In Every Year of School Life

**BRADLEY
Standard Water Colors**

are used and appreciated wherever the best in art work is sought. They are made for educational work, originated as part of the greatest scheme of color education ever devised, and have become a permanent part of the educational courses adopted by progressive educators.

BRADLEY WATER COLOR BOXES

provide many styles and assortments,
for all school purposes

BRADLEY COLORS IN TUBES

are unexcelled in quality for high grade art work
in school or studio

BRADLEY DRY CAKES

are famous for their color values, easy washing
and perfect spreading qualities.

BRADLEY TONAL TEMPERA COLORS

liquid in jars, semi-moist in tubes, provide a superior medium for finest art work in posters and design

*Write for illustrated circular of Bradley
Water Colors and Crayons*

Milton Bradley Co., Springfield, Mass.

Boston New York Philadelphia San Francisco
Atlanta Chicago: THOMAS CHARLES Co., Agents
Kansas City: HOOVER BROS., Agents
Toronto: GEORGE M. HENDRY Co., LTD., Agts.



TEACHERS' AGENCY DIRECTORY

The following is a reliable list of Teachers' Agencies to whom superintendents of schools and school board members may apply at any time for the filling of any position.

KELLOGG'S AGENCY, 31 UNION SQUARE, NEW YORK
HAS BEEN ESTABLISHED 26 YEARS.
This agency makes a constant search for high grade teachers and recommends with care. Only superior teachers are accepted. Teachers are supplied all the year round. If you need a good teacher or know where one is wanted, send particulars. THE ACTIVE, GENEROUS WORK OF THIS AGENCY HAS SATISFIED THOUSANDS OF TEACHERS.

Interstate Teachers' Agency
501-503 Livingston Building,
ROCHESTER, N. Y.

The manager of this agency has had twenty years' experience as teacher and superintendent of schools, and ten years' successful experience as manager of a rapidly growing agency. He personally selects and recommends candidates with care. The success of this agency is vouched for by many of our best superintendents, college presidents and normal school principals. Send for circular.
T. H. ARMSTRONG, Proprietor

HARLAN P. FRENCH, President

WILLARD W. ANDREWS, Secretary

ALBANY TEACHERS' AGENCY, Incorporated
Supplies Schools of All Grades with Competent Teachers. Assists Teachers in Obtaining Positions
We receive calls for wide-awake and progressive teachers from every State in the Union, and we want more such teachers upon our line. NOW IS THE TIME TO REGISTER. SEND FOR BULLETIN. 81 Chapel Street, Albany, N. Y.

Albert TEACHERS' AGENCY
34TH YEAR
NEW YORK 437 Fifth Avenue
DENVER Symes Building
SPOKANE Peyton Building
ADDRESS ANY OFFICE

25 E. Jackson Blvd., Chicago
Our booklet "Teaching as a Business" with timely chapters on Peace Salaries, Prospects, Critical Letters of Application, etc., sent **FREE**

SPECIALISTS' EDUCATIONAL BUREAU

TEACHERS, GET A BETTER POSITION. Try the "Bureau for Specialists." Registers College Graduates exclusively (vocational teachers excepted). No grade school positions. Fills the better places only. Covers all States. ASK FOR DETAILS.

1504 S. GRAND AVE., ST. LOUIS, MO.

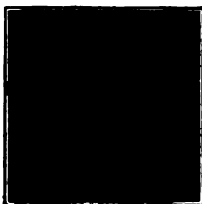


Thurston Teachers' Agency

Short Contract. Guaranteed Service. Write for our Free Booklet How to Apply. 26th Year
E. R. NICHOLS, Mgr. 221 S. Mich. Ave. CHICAGO, ILL.

CLARK TEACHERS AGENCY

YOU JOIN PERMANENTLY FOR ONE FEE—ALL 7 OFFICES



B. F. CLARK
Founder—29th Year

Spokane, Wash.
Cham. of Com. Bldg.
Paul S. Filer

New York
Flatiron Bldg.
E. L. Gregg

Kansas City, Mo.
N. Y. Life Bldg.
Dr. J. H. Hill

Baltimore
Munsey Bldg.
H. E. Smith

St. Paul, Minn.
Exchg. Bank Bldg.
Dr. T. Morrey Hodgman

Chattanooga, Tenn.
Temple Court Bldg.
E. E. Black

CHICAGO, Steinway Hall

B. F. Clark Maj. H. D. Bargelt C. E. Lutten (Music)

"SHORT UNDERSTANDABLE CONTRACT"

NEVER QUESTIONED

THE TARR and McMURRY NEW GEOGRAPHIES

ARE THE ONLY SCHOOL GEOGRAPHIES whose method of approach is uniformly the **PROBLEM METHOD**; which offer the pupils a clear marginal outline and follow this analysis consistently; which stimulate self-activity by the type of questions sanctioned by the principles of modern pedagogy.

ARE THE ONLY SCHOOL GEOGRAPHIES that contain adequate industrial review chapters; that constantly prefer comparative type studies to encyclopedic cataloging; that combine 1919 content with present-day educational ideals; that contain up-to-date information including developments of the past two years.

ARE THE ONLY SCHOOL GEOGRAPHIES in exclusive use in more than fifty per cent. of the state adoption states, and adopted in a majority of the progressive cities of all sections—adopted as the *one* modern series of geographies.

THE MACMILLAN COMPANY, 64-66 Fifth Avenue, NEW YORK

EVERYDAY ARITHMETIC

By F. S. Hoyt and Harriet E. Peet,

The Arithmetic of Everyday Life

THREE-BOOK COURSE

TWO-BOOK COURSE

"Several series of arithmetics that have appeared in the last five years have shown admirable progress in the application of modern educational theory to that subject. I regard the Hoyt and Peet Arithmetics as the ones that have made this application most fully and successfully."

F. H. McMURRY

Professor of Elementary Education, Teachers College,
Columbia University

"The occupations provided for, the industries and values brought within the experience of the pupils, the opportunity to make examples from the concrete data provided, the abundant provision for fixing facts which should be reduced to the level of habit—these are some of the features of the books which seem to me to be most helpful."

LIDA B. EARHART

Principal in New York City Schools

THIS SERIES

Provides supplementary practice and drill work for children who have fallen behind, and extra problems for the faster children.

It affords drills on the four fundamental operations throughout, and provides abundant review work.

HOUGHTON MIFFLIN COMPANY, Boston, New York, Chicago

Another Opportunity—Excelsior

No longer can you, Mr. Superintendent, and you, Mr. High School Principal, blame the Regents because you **omit from your curriculum one of the most important subjects.** Nearly every school in New England, the Middle West, and I suppose, of course, the Western West offers a practical course in General Science. Now let New York State take another forward step.

HODGDON'S ELEMENTARY GENERAL SCIENCE supplies suggestions and material. Get busy, purchase a copy, examine and approve and start a class in this subject either in the eighth grade or first year High, or both, and allow your pupils to observe, to think, and to grow. Unquestionably this work on science is **the book you need.** Write for particulars and do it now.

PRICE'S REGENTS QUESTIONS AND ANSWERS are **different.** Are you using them? If not, it is up to you to find out why they are selling so fast.

CAMPBELL & HUGHES ARITHMETICS EXCEL IN PRODUCING RESULTS.

We Have Other Leaders. Let us hear from you.

HINDS, HAYDEN & ELDREDGE, Inc.

JOHN C. ROCKWELL

11 Union Square, NEW YORK CITY

World War Stories

By THOMPSON and BIGWOOD

LEST WE FORGET "The story of unconquerable Democracy and dauntless faith, and of deeds that will never be forgotten, presented to children who are beginning to think for themselves, and whose first thinking should be properly guided." An historical résumé of the whole struggle from the invasion of Belgium to the signing of the armistice.

WINNING A CAUSE *Ready in April.* A new volume of World War stories emphasizing America's part in the war up to and including President Wilson's visit to France.

SILVER, BURDETT & COMPANY

BOSTON

NEW YORK

CHICAGO

SAN FRANCISCO

The Journal of the New York State Teachers' Association

VOLUME 6

APRIL 15, 1919

NUMBER 3

CONTENTS

	PAGE
THE READING PROBLEM IN THE PUBLIC SCHOOLS AS AFFECTED BY ACTUAL MEASUREMENTS <i>Joseph P. O'Hern</i>	81
THE WORK OF SUPERVISORS IN IMPROV- ING INSTRUCTION IN READING . . . <i>William S. Gray</i>	84
METHODS OF TEACHING READING— FIRST, SECOND AND THIRD GRADES <i>William S. Gray</i>	88
THE THEORY AND UNDERLYING PRIN- CIPLES OF THE GRAY TESTS . . . <i>Clinton E. Kellogg</i>	94
THE USE OF THE GRAY ORAL READING TEST IN A ROCHESTER SCHOOL AND SOME DEDUCTIONS FROM THE RE- SULTS <i>Theodore A. Zornow</i>	99
SILENT READING IN THE LIGHT OF THE GRAY TESTS <i>Roger A. Spencer</i>	107
STATE DEPARTMENT OF EDUCATION . . <i>Lloyd L. Cheney</i>	115
EDITORIAL <i>Judson S. Wright</i>	118
BOOKS RECEIVED	119

Published by the New York State Teachers' Association
Rochester, N. Y.

JUST PUBLISHED

Pearson & Suzzallo's Essentials of Spelling

By Henry Carr Pearson, Principal, Horace Mann School, Teachers College, Columbia University, and Henry Suzzallo, President of University of Washington, Sometime Professor of Philosophy of Education, Teachers College, Columbia University. 208 pages. Published complete and in two parts.

CHIEF AIMS

1. To eliminate waste in the teaching of spelling.
2. To present the results of the recent scientific studies on the use of words.
3. To teach only the essential words used frequently by the majority of people.
4. To give an unusual amount of drill which will clinch those words in the minds of pupils.
5. To make the grading and organization as perfect as possible.
6. To provide a large amount of dictation sentences and selections for review work.
7. To furnish definite directions for teachers which will be of great value to those who are seeking to improve their teaching of spelling.

AMERICAN BOOK COMPANY

NEW YORK

CINCINNATI

CHICAGO

BOSTON

ATLANTA

Digitized by Google

The Journal

of the New York State Teachers' Association

APRIL, 1919

THE READING PROBLEM IN THE PUBLIC SCHOOLS AS AFFECTED BY ACTUAL MEASUREMENTS

Joseph P. O'Hern, Assistant Superintendent of Schools, Rochester, Department of
Superintendence, Chicago, February 27, 1919

THE problem of reading has been one of absorbing interest from time immemorial. "We accept it as a commonplace," says Professor Butcher in his *Aspects of Greek Genius*, "that in the modern world the invention whose effects have been most far-reaching is the invention of printing. But we sometimes forget that the ancient world made a still greater discovery—the art of writing. The transition from the Spoken to the Written Word was more startling to the imagination, more revolutionizing in its consequences, than the transition from the Written Word to the Printed Page." The Greeks, the most enlightened and original people of antiquity, looked with suspicion on the Written Word. After writing had come into general use they still looked upon it as imported from abroad, as "Phoenician symbols." The written word, nevertheless, came to be an instrument of education even among the Greeks. They loved the spoken word because it was more human and because it adapted itself more readily to their subtle and varying moods of mind. Until the invention of printing the spoken word remained the sole possession of the masses of the people. By the invention of printing, however, education was given a new starting point and a new direction. The Written Word to a large extent supplanted the Spoken Word. People became readers rather than talkers. Reading, therefore, has come to be the first and foremost problem in elementary education.

It was not many years ago that the educational world awakened to the fact that instruction in reading was dull, lifeless and monotonous. As a protest a movement was started in behalf of rational methods of instruction through phonics and oral reading. But every new movement is generally pushed too far and now the protest is heard that phonetic training is too frequently mechanical and oral reading is a mere process of word calling. School authorities are coming to believe that silent reading is being neglected in our schools, or attention given to it too late and after faulty reading habits have become fixed in the young mind. Recent investigations as to the rate and quality of both oral and silent reading have challenged attention and the present aims and methods of teaching children how to read are under serious consideration in many school systems. The Cleveland, Grand Rapids and St. Louis Surveys and the Co-operative Study of Reading in sixteen cities of Indiana by the Bureau of Research of the Indiana University School of Education have revealed a situation with respect to reading that challenges attention. The Educational Monographs on Reading, published by the School of Education of the University of Chicago, notably the "Studies of Elementary School Reading Through Standardized Tests" by Dr. William Scott Gray and "Reading: Its Nature and Development" by Dr. Charles H. Judd and his associates, have given an impetus to local investigations that are being made here and there throughout the country.

It is to one phase of the Reading Problem and one local investigation that I wish to call your attention, namely to the problem of teaching reading to foreign

pupils as we see it in Rochester. Rochester, like most cities, has a considerable foreign population. The various reading tests—the Kelly, Monroe, and Thorndike—showed a decided language handicap on the part of foreign pupils, except in the case of Hebrew children. The schools having a large per cent. of Italian pupils all fell below the median standard score while schools largely American were above the median. In order to test the oral and silent reading ability of foreign pupils or pupils of foreign parentage it was decided to use the Gray tests in three schools predominantly Italian. Accordingly, three primary teachers were released from grade work and a thorough preparation made by them and the three principals of the schools concerned for the giving of the tests. Conditions were standardized and stop watches used. In the Whitney School all grades were examined from the second through the eighth; in the Concord School—a six grade school—all grades from the second and through the sixth, and in the Susan B. Anthony School—also a six grade school—all grades from the second through the sixth. The results of these tests were brought to the attention of the Principals and Supervisors by means of three talks, illustrated by slides, given by Mr. Kellogg, Mr. Zornow and Mr. Spencer, principals of the schools mentioned. The first talk was on the "Theory and Underlying Principles of the Gray Tests," the second on "Oral Reading and the Results of the Gray Tests" and the third on "Silent Reading in the Light of the Gray Tests." Later in the year these talks were given before all the first, second and third grade teachers. In the meantime a set of the five Reading Monographs published by the University of Chicago had been placed in each of our schools so principals and teachers alike might become familiar with the material at first hand. Then Dr. Gray himself came to Rochester and talked to our principals and supervisors on "The Work of Supervisors in Improving Reading Instruction" and to the first, second and third grade teachers on "Methods of Teaching Reading." In these talks Dr. Gray pointed out that "the most significant results which should come from this kind of progressive, co-operative work are a new interest in teaching and a spirit of investigation on the part of every member of the teaching staff. The teacher who scrutinizes her work carefully and records results accurately becomes more open minded, more interested in adequate proof, and less willing to follow the line of least resistance by accepting blindly all things on authority. The supervisor who encourages co-operative effort of this type will soon find himself surrounded with a group of enthusiastic teachers who are willing to put forth every effort in securing the types of progress which are pre-eminently worth while."

The problem of teaching reading to the foreign child is quite a different problem from that of teaching the American child. Basal systems of reading and primary readers fail to meet the peculiar needs of foreign children. Miss Jenkins in her admirable little book on Reading has the American child in mind when she says, "The home can make its best contribution through companionship in the joys of reading. When parents and children share charming stories, beautiful poems and stimulating information, the pupil has a larger contribution to make to the recitation and finds added opportunity for using the ideas gained in the recitation." In the Italian home there is no companionship in the joys of reading, no sharing of charming stories or beautiful poems and no stimulating information. The foreign tongue is spoken at home, the Italian sounds are ringing in their ears, there are no toys, no playthings, no pets, no knowledge of animals, birds or flowers, in short, no common concepts save of the most ordinary routine of a life lived on the street and in the crowded settlements. This utter lack of a background in experience makes the problem of teaching reading to foreign children still more perplexing. But the problem can be solved by ascertaining the facts through actual measurement, by convincing the teacher that actual measurements are rational and helpful, by developing and setting up in the

minds of teachers definite aims in reading grade by grade, and by revising or devising methods of instruction to meet the situation.

The actual measurements in the three schools mentioned revealed a situation akin to that in other cities where the Gray tests had been used. In general, the oral reading scores were relatively better than the silent reading scores. Even in the oral reading foreign pupils seemed to labor under a distinct language handicap. This was decidedly noticeable in the case of Italian children, more so than in the case of children of other nationalities. This is due to the peculiar nature of the linguistic inheritance of Italian children. The differences due to nationality were more marked in the silent reading scores than in the oral reading scores. In both oral and silent reading the foreign children, except Hebrew, were below standard scores. We knew that reading was poor in the case of foreign children, but more than that we wanted to know how poor it was. We have been shown the weaknesses in our teaching of reading. We have learned that we were not teaching our children to read in the real sense, but with too much emphasis on phonics were making them pronouncers of words. The large number of zero scores in the fourth grade convinced us that we were neglecting silent reading. We were still stressing oral reading. We examined the kind of material which we gave our pupils to read and found most of it too difficult for the foreign children to understand. We are looking for more suitable stories and selections. This is all important if the proper emphasis is to be put on the acquisition of thought. We discovered pupils in some of the grades who were far above the standard for their grade. These were given double promotions. We found many below the standard and with these we have tried to do individual work in order to bring them up to the standard.

Dr. Judd said to the Indiana conference that it was all important "to persuade the teachers that they ought to measure something." By means of non-promotion per cents. he showed "how we can collect evidence which will make it clear to teachers that they ought to make these measurements." "Here was the grim humor of the situation," continued Dr. Judd, "the teachers were calling a lot of children incapacitated individuals on the mental side and yet were promoting them so far as reading was concerned." It was not difficult to convince our teachers that actual measurements produce facts that must be faced. They became interested in the demonstrations of the Gray tests which were given at the grade institutes and in the actual scores obtained in the foreign schools. The most promising thing is the fact that a definite plan of co-operation has been worked out, as the result of the measurements, between kindergarten and first grade teachers without in any way interfering with the underlying principles of kindergarten training. In fact, in one large foreign school a kindergarten teacher trained also as a primary teacher has actually carried her children on through first grade work without a break in the continuity of the work. There is unquestionably a large amount of waste time and misdirected energy in making this transition from kindergarten to first grade. The theory prevails that reading must be started the first day a pupil enters the first grade whatever may be the language abilities and habits of the children. We believe that pupils progress much more rapidly if language habits precede reading habits. Accordingly, we take six or eight weeks in foreign schools, and in other schools when needed, to make this language approach to reading.

In no single subject of instruction is there so much vagueness as to aims as in the subject of reading. By means of a questionnaire each teacher was asked to define "the three most important aims of reading" for her grade. It was surprising to see how much teachers differed in their conception of aims. These replies were tabulated and returned to the principal of each school to be presented at a teachers meeting, that the teachers might see how much variation there is on the question. Each school by conference is now formulating its conception of aims in reading to be sent to the Superintendent in the near future. The mat-

ter will then be the problem of the Director of Primary Grades and Kindergartens.

Outlines in reading for the first, second and third grades were worked out as the result of the tests. These outlines are in no sense a complete or perfected method of procedure in teaching reading to foreign children. Much still remains to be done along this line. However, the outlines cover the essential steps in both oral and silent reading and have given much needed help to all our primary teachers, whether in schools with all American children who need the training in silent reading quite as well, or in schools with a mixed population, or one predominantly foreign. Regarding these outlines Dr. Gray was kind enough to say, "I have read the outlines with interest and wish to commend you and your committee on the thoroughgoing way in which you have gone into this matter. I have no criticism to offer whatsoever in regard to the detailed recommendations which you make in the report. The report should prove distinctly helpful and suggestive to the teachers of your city."

In conclusion, it might be said that the problem of reading is looming up to-day in new and larger proportions because of actual measurements. In the past it was largely a matter of phonetics but to-day it is a matter of nationality, home environment, social condition and the like. The problem is recognized in a general way but it is difficult to get action because of a fixed attitude of mind on the part of many teachers, due largely to their early training. It seemed to us that the most natural place to begin was in the foreign sections for there results are least satisfactory and consequently teachers are most eager for new ideas or methods. Rochester did exactly this: Three foreign schools became interested in Dr. Gray's discussions; wanted to try the tests; did so; became enthusiastically interested; reported in detail to other principals and teachers of the city; kindled their interest; and as a result all schools are working on the problem of reading as if it were something new and novel which promised to relieve the tediousness of former days.

THE WORK OF SUPERVISORS IN IMPROVING INSTRUCTION IN READING

William S. Gray, The School of Education, University of Chicago

PROGRESSIVE supervisors and teachers devote a large amount of time and energy to the improvement of instruction. Too frequently, however, the methods employed are crude and inaccurate. There is need for the introduction of methods of supervision which are impersonal and analytical, and which base judgments concerning needed changes in instruction on accurate data. It is the purpose of this discussion to consider the ways in which principals and supervisors can make use of accurate, precise methods in the improvement of the quality of teaching under their supervision. In order to make the discussion concrete and specific the major portion of the discussion will relate to the supervision of reading.

The efficiency of a school is determined in a large way by the extent to which teachers and supervisors work together harmoniously toward the accomplishment of well-defined aims. One of the first problems, therefore, which a supervisor may attack to advantage, relates to the aims of teaching reading in the various grades. About two years ago the teachers of Indianapolis were asked the following questions: What do you consider are the most desirable results or outcomes of the teaching of reading in the elementary school? How does reading instruction in your grade contribute to the results outlined above? The answers to these questions were tabulated for each grade under thirteen different headings. The aims are given below in the order of their importance, the most important first:

- Appreciation of good literature.
- Ability to comprehend.
- Ability to secure information.
- Improvement in oral reading ability.
- Enlargement of reading vocabulary.
- Mastery of the mechanics of reading.
- Training for leisure.
- Improvement in oral and written English.
- Improvement in study habits.
- Development of general mental qualities.
- Ability to reproduce and utilize materials read.
- Moral training.
- Use of books.

Many commendable tendencies are illustrated in this summary of aims. The list includes a number of the important outcomes of reading instruction. Ability to comprehend and ability to secure meaning are very important accomplishments. On the other hand, the unusual emphasis on appreciation of literature particularly in the lower grades may legitimately be challenged. The small amount of attention given to improvement in study habits and to training in the use of books is quite inappropriate in view of the large amount of independent study which is required of pupils in all grades above the primary. The relative importance of the various aims outlined above suggests instantly a number of questions in regard to the phases of reading instruction which should receive the most emphasis. It is the duty of the supervisor to place such problems before his teachers for consideration and discussion. In this connection he must enlist the co-operation of all his teachers in the undertaking. His contact with them must be sympathetic and tactful. He must serve in the capacity of a progressive stimulating leader. A number of lines of activity are open to him in securing their co-operation. He can secure statements from them in regard to the most important aims. These statements can be tabulated or summarized and presented to the teachers for consideration. The discussion which follows should result in the formulation and adoption of the most effective and vivid point of view available.

It is frequently necessary for the supervisor to direct the thinking of his teachers by tactfully presenting a progressive point of view. One supervisor recently made a study of the way in which successful men and women use reading ability and presented the following list of outcomes of reading instruction to his teachers for consideration. First, ability to read intelligently, independently and fluently; second, ability to determine quickly the purpose of a selection and to make effective use of appropriate reading habits; third, the intelligent use of books, references, dictionaries and encyclopedias; fourth, the development of effective habits of study; fifth, knowledge about and familiarity with reading material of various types; sixth, permanent interest in reading current events, selections relating to civic and vocational problems, and books of real worth. These aims were thoroughly discussed with the result that an entirely different point of view was adopted in regard to the significant outcomes of reading instruction.

The study of the aims of reading instruction in Indianapolis revealed the fact that the teachers of each grade had not clearly differentiated the specific aims of reading instruction in their respective grades from the aims of reading instruction in general. This situation is true in a number of cities in which similar studies have been made. A supervisor is therefore under obligation to aid his teachers in securing a clearer understanding of what each grade should accomplish. A number of studies have been made which show clearly the following facts in regard to growth periods in the development of reading ability. First, that ability in oral reading develops rapidly in the lower grades and that a high degree of fluency may be attained by the end of the third grade. Second, that

rate of silent reading increases rapidly in the second, third, fourth, and fifth grades and approximates its highest level in the sixth grade. Furthermore, the studies show that whatever emphasis is given to rate of silent reading should be given before the end of the sixth grade if instruction is to be most effective. Third, that ability to understand improves gradually throughout the grades, and is, therefore, a problem of first importance at all times.

The results of studies of the acquisition of reading ability enable supervisors and teachers to reach certain conclusions in regard to the aims of certain grades. First, emphasis should be placed on the content of what is read in each grade. Second, the first three grades should be devoted largely to the attainment of a high degree of fluency in oral reading. Third, some attention should be given to problems of silent reading during the primary grades. Habits of effective silent study should receive large attention during the fourth, fifth and sixth grades. Fourth, ability to make keen, critical interpretation of what is read should be emphasized in the sixth, seventh and eighth grades.

After a supervisor has developed a valid point of view in regard to the aims of reading instruction he is under obligation to help his teachers work out methods of teaching which will secure the most effective results. This problem will be discussed in detail in the second article of this series. The third responsibility of the supervisor relates to the training of teachers to measure the results of instruction accurately and effectively.

The first prerequisite of successful work in the use of the tests is a clear recognition of the purpose of giving tests. Tests have been given in thousands of classrooms during the last year. This work has utilized a tremendous amount of time and energy. In many cases tests have been given merely because it is the popular thing to do. In other cases tests have been given because the teachers were proceeding intelligently and scientifically to secure a body of needed information in regard to certain phases of school work. The value derived through the use of tests is determined primarily by the intelligence which directs the investigation. It is the duty of the supervisor to instruct his teachers in regard to the value of tests and to acquaint them with the characteristics and purposes of the various tests.

The importance of recognizing clearly the purpose of a test is brought out clearly when one compares the kinds of information secured through the use of the various reading tests. For illustration, Jones' Vocabulary Test measures ability to pronounce isolated words at sight. The Standardized Reading Paragraphs measure the rate and accuracy of oral reading and the degree of difficulty of a passage which a pupil is able to read successfully. Thorndike's Visual Vocabulary Test measures ability to recognize the meaning of isolated words well enough to classify them. Brown's Silent Reading Test measures rate of reading and ability to reproduce what has been read. Monroe's Silent Reading Test measures ability to follow directions, to answer specific questions, to solve certain types of problems, etc. Other reading tests might be included in the list. The foregoing discussion is sufficient, however, to show that great care must be employed in selecting tests for an investigation, if the desired type of information is secured.

After teachers have become acquainted with the nature of tests and the characteristics of those which are available, they need instruction in regard to the method of procedure in planning an investigation and in arranging the various details. A study of reading was recently made in an elementary school in one of our large cities. It is reviewed at this point by way of showing some of the steps which a supervisor may take in directing his teachers in such work.

Before planning the study the teachers were called into conference in order to discuss the kind of information which they should have in order to improve the quality of their teaching. The following types of information were selected

as the basis for the investigation. First, what phases of reading instruction should receive emphasis in each grade in order to improve the reading accomplishments of the pupils of the elementary school? This problem grew out of a recognition of the fact that the needs of each grade vary to a considerable extent. Although this problem had been studied less than two years before, it was selected again for consideration because the teachers recognized that instruction which was appropriate two years ago might not be the most appropriate type of instruction at the present time.

Second, what are the specific needs of each pupil? The evidence which has been secured in investigation of reading makes it clear that pupils who belong in a given grade because of general accomplishments in reading may have noticeable weaknesses in regard to specific phases of reading ability. Third, what changes in the classification of pupils are desirable? This problem arose from a consideration of the following important facts. Previous investigations had shown that the pupils of each grade vary widely in their accomplishments along certain lines. Successive tests given in the same grades had shown that pupils advance in a subject at different rates of progress. Expert teachers have repeatedly stated that results are secured through group instruction when the pupils approximate the same general level of accomplishment. With these aims or problems in mind the Standardized Oral Reading Paragraphs, the Courtis Silent Reading Tests, No. 2, and the Thorndike Scale, Alpha 2, were selected by the teachers for use in this investigation. Although these three tests do not measure all phases of reading ability it was the judgment of the teachers that they would secure detailed information in regard to the three problems which they had selected for investigation.

Through conferences and discussions of the type just described supervisors can train their teachers for intelligent participation in the measurement movement. In this way a great deal of waste time and effort can be avoided. Furthermore, the tests will be given more intelligently and the results interpreted more effectively because the teachers understand the general aim of testing and the significance of each test. After tests have been given it is necessary that teachers be brought together for a series of conferences in regard to the interpretation of results. Too frequently a supervisor is satisfied when it has been determined that the work in given class-rooms is of superior or inferior quality. Testing can hardly be justified, however, unless it results in the improvement of instruction. In connection with these conferences the supervisor should serve as a progressive, stimulating leader. The interpretation of the results must be discussed in the light of the accepted aims of reading instruction. Definite standards of accomplishment for each grade must be established. Teachers must be instructed in regard to the major points of emphasis for the school as a whole and for specific grades. The supervisor must hold himself responsible for presenting to his teachers the results of recent investigations of the problem under consideration. Provision should be made for the frequent discussion of studies which have been made by teachers within the school system. Effective methods of securing desirable results should be discussed. Every possible opportunity should be utilized to stimulate interest on the part of teachers in making detailed studies of their problems.

Supervisors and principals are confronted with the problem of scrutinizing with the greatest care the quality of the work under their supervision. They must go about this work earnestly, under the guidance of definite aims. In the supervision of teachers, it is essential that the supervisor enlist the hearty co-operation of his teachers. Through discussions and conferences he must aid the teachers under his direction in formulating acceptable aims which will determine the direction of their instruction. He must go into the class-room and, if necessary, show the teachers how these results can be secured. He is under obligation to plan investigations from year to year which will reveal to his teachers in clear, convincing terms, the problems of instruction which require largest emphasis.

He must encourage individual teachers in pursuing studies within their own class-rooms.

The most significant results which should come from this type of progressive, co-operative work are a new interest in teaching and a spirit of investigation on the part of every member of the teaching staff. The teacher who scrutinizes her work carefully and records accurately becomes more open minded, more interested in adequate proof, and less willing to follow the line of least resistance by accepting blindly all things on authority. The supervisor who encourages co-operative effort of this type will soon find himself surrounded with a group of enthusiastic teachers who are willing to put forth every effort in securing the types of progress which are pre-eminently worth while. A concrete illustration of such results is found in Rochester where this type of supervision and leadership has been carefully followed for a number of years.

METHODS OF TEACHING READING—FIRST, SECOND AND THIRD GRADES

William S. Gray, The School of Education, University of Chicago

READING is unquestionably the most important subject in the elementary school curriculum. Promotions in the lower grades are based primarily on the progress which a pupil makes in reading. Progress through the grades is determined to a large extent by the ability of the pupil to read intelligently and effectively. Methods of teaching reading in the primary grades are matters of first importance inasmuch as the progress which a pupil makes in the lower grades determines to a large extent his efficiency and progress in the later grades.

Methods of teaching are determined by the aims which are to be accomplished. It is appropriate, therefore, at the outset of this discussion to ask ourselves, first, what the general aims of reading instruction are in the elementary school, and, second, what the specific aims of reading are in the first, second and third grades. A recent study of the uses which adults make of reading resulted in the organization of the following list of objectives of reading instruction.

1. Ability to read intelligently, independently and fluently.
2. Ability to determine quickly the purpose of a selection and to make use of the appropriate habits in reading it effectively.
3. Intelligent use of books, references, dictionaries, and encyclopaedia, and effective habits of study.
4. Knowledge about and familiarity with the content of varied sources of reading material.
5. Permanent interest in reading current events, selections relating to civic and vocational problems and books of real worth.

If instruction in the first three grades contributes directly toward the realization of these objectives, the aim of each grade must be determined on the basis of a careful study of the growth of pupils in reading ability. Numerous investigations of this problem show clearly that pupils may reach a very high level of efficiency in oral reading by the end of the third grade. Furthermore, individual records show that the habits and associations which are necessary in fluent oral reading are also prerequisite to effective silent reading. Many pupils do not read the required level of efficiency until the fifth or sixth grade. It is a matter of first importance, therefore, that reading instruction be so organized that a high degree of fluency be attained by the end of the third grade.

Studies of rates of silent reading show that pupils increase rapidly in rate of silent reading during the second, third, fourth, fifth and sixth grades. Many pupils in the second and third grades become such fluent oral readers that they

can devote a considerable portion of their time to silent reading to very great advantage. Teachers who neglect to emphasize this phase of reading fail to contribute to the child's maximum accomplishment in the lower grades. Studies of comprehension in reading show that growth is steady throughout the grades, and that attention should be directed to the content of what is read in every grade.

Our study of growth periods in the acquisition of reading ability leads to the following conclusions in regard to the phases of reading which may be appropriately emphasized in the first three grades. The content of what is read is a matter of first importance. Oral reading should be emphasized in such a way that the pupil can read fluently and intelligently by the end of the third grade any passage of ordinary difficulty. As rapidly as pupils become fluent oral readers they should be trained in habits of effective silent reading in order that they may reach as high a degree of efficiency as possible both in oral and silent reading by the end of the third grade. These general conclusions concerning the aims of reading in the first three grades prepare the way for a detailed study of the methods of instruction.

The aim of first grade reading is two-fold; namely, to train pupils to attach meanings to printed symbols, and to develop some degree of independence in the recognition of simple, familiar words. Progressive school systems have adopted the former aim as the point of departure in all reading instruction. The following quotation illustrates the point of view of the teachers of St. Louis:

"Reading is primarily a thought process and the first aim in teaching it should be to enable the child to get the thought quickly and accurately. From the very beginning reading should be done only for the sake of getting meaning. The habits formed in the first reading experience and the set of the mind toward the act and purpose of reading must be right from the start. Consequently, any method which lays the initial stress on word calling is to be avoided."

The point of view just presented assumes large importance when the fact is pointed out that of the thirty or more cities which have been tested thus far, the primary grades of St. Louis ranked highest both in the mastery of the mechanics of reading and in the comprehension of what was read.

The assumption made by many primary teachers to the effect that a reading vocabulary must be acquired before pupils can begin to read for content is not supported by the results of comparative studies which have been made of the two types of teaching. While it is true that progress in the mechanics of reading is approximately the same in both cases, the superiority of attacking first grade reading from the content side is clearly revealed when the pupils' comprehension of what is read is measured.

The foregoing discussion shows clearly that the selection of appropriate materials for the first reading lessons is an issue of first importance. The basic principle underlying the selection of all reading material is that the content should be interesting and valuable to the child, an end in itself and not merely a means of teaching pupils to read. From the very first the aim is intelligent, fluent reading rather than word calling. Easy blackboard sentences which are an outgrowth of class discussion are appropriate for introductory lessons. An account of a field trip which the pupils discuss freely and which the teacher writes on the board may be read to very great advantage. Some teachers work out plans with a class for a group enterprise and make the written report of these plans the subject-matter for a reading lesson. In some schools materials from the museum stimulate discussions which can be made the basis of a reading lesson. One teacher has been observed who placed a mounted bluebird before the class and the reading lesson grew out of a carefully directed discussion concerning the bird. The justification for basing reading lessons on experiences of the types suggested above grows out of the fact that the child connects with such passages those forms of interpreting reactions which will make them centers of vivid per-

sonal attitudes. This not only deepens the interest in the reading act itself but it strengthens the association between the symbols and meanings involved.

If a primary teacher is limited to the use of a primer which is organized primarily to provide vocabulary opportunities and to develop power in word analysis, special care should be taken to introduce reading lessons two or three times a week which will concentrate attention on the content side of what is read. These lessons should be based on experiences which are familiar to the pupils which are of distinct interest and which have real worth from the standpoint of content.

A second method of developing intelligent, thoughtful readers involves the use of a considerable amount of silent reading. Miss Jenkins describes the use of these exercises in the following terms:

"Many silent-reading exercises are introduced from the first for the purpose of giving pupils practice in getting the thought without calling the words. Under the guidance of a teacher the pupils will attack a story for the purpose of finding whether it is interesting, who the characters are, what kind of people they are, whether they do sensible, funny or foolish things, and other problems which are worth while. Children may point to words or sentences which give the answer to the question, may copy them, or read them quietly to the teacher as she moves about the class. One pupil may read the sentence which he thinks answers the question, another pupil may read a different sentence which he thinks answers the same question. These differences, the need for explaining new ideas, and the discovery of relationships between parts of the story lead to discussion. The words of the story are bandied back and forth, both their pronunciation and meaning appearing in this natural way. The crucial points of a story, the climaxes, the key sentences are discovered during this study recitation."

The discussion thus far has emphasized the importance of securing interesting selections and of centering the attention on the content of what is read. It is also important that pupils develop independence in the recognition of words. Definite training in word analysis has been widely recommended during recent years as an aid in developing power to recognize unfamiliar words. The justification for such training lies in the fact that the child frequently encounters groups of words which he cannot readily recognize. There is common agreement that the child must learn to recognize as large units as he can, preferably meaningful phrases, and at least words. But, in addition, he must know how to analyze words when he needs to do so. Dr. Charles H. Judd has expressed the matter in three terms. "The associations which will give value and meaning to the printed page demands that the pupil recognize words and phrases, the visual recognition of words often demands close scrutiny which breaks up the printed page into small groups of letters or even into single letters."

Many teachers secure excellent results through the use of devices such as recalling similar words previously studied, dividing words on the blackboard into small units of two or three letters, comparing a word with the same word in a committed expression, comparing one word with another which it closely resembles and whose pronunciation is known, such as some, and come, etc. Teachers who have a variety of these devices at their command meet difficulties quickly and effectively. Many teachers on the other hand have not developed effective methods of securing independence and accuracy of pronunciation. Such teachers should follow a carefully planned system and should train themselves in the effective use of the method.

Two suggestions in regard to the introduction of phonetic training should be offered. The first is, that training of this type should not be started until the pupil has learned to recognize at sight a considerable number of words. The pupil becomes conscious of phonetic elements when he sees them in words which he has already learned. By comparing words which have occurred in previous lessons attention may be called to the similarity in sound and appearance of cor-

responding parts of words. After the phonetic element has once been learned it may be applied in the recognition of unfamiliar words containing the same phonetic unit. The second suggestion is that training in word analysis should be given during a period set aside definitely for this purpose. It is in this connection that the gravest error is being committed to-day in first-grade reading. The primers are organized primarily to give training in word recognition and word analysis. The pupil continues this type of work day after day until reading and word recognition become synonymous terms. The recommendation here offered is that word study and phonetic analysis should be carried on during a period which is distinct from the reading period and it should be clearly recognized as a drill exercise. When pupils are asked to read, on the other hand, they should recognize instantly that the chief business of the hour is getting and giving thought.

The fourth problem relates to the development of rate or fluency in the recognition of increasingly large units. Class room observations reveal the fact that pupils of the first grade recognize words in small units and frequently pause for several seconds before pronouncing some of the simplest words. Fluency in either oral or silent reading is dependent on the rapid transition from the symbol to its meaning and pronunciation. In order to make progress in the acquisition of this phase of reading ability, frequent reading lessons are recommended in which the pupil reads at sight selections whose vocabulary is quite familiar. Interesting selections which were studied two or three weeks previously, or simple selections chosen from supplementary readers involving familiar words, furnish excellent material for this purpose. The rapid reading of simple selections of the type mentioned above facilitates the establishment of various habits upon which fluency in reading depends.

Special drill exercises have been devised for increasing the rate of recognizing words, phrases and sentences. Dean Fordyce of the University of Nebraska recommended the presentation of familiar phrases to pupils for instant recognition, similar to the following: This is the house—that Jack built—This is the cheese—that lay in the house—that Jack built.

The aim is to grasp and interpret each of these phrases as a unit. Frequent flash card exercises of this type, increase the unit of recognition and lead to improvement in the rate of reading and in the fluency of expression. These exercises should not be thought of as reading exercises. They should be thought of as exercises appropriate for the special drill period.

Time has permitted me to present only four problems in connection with first-grade reading. They may be summarized as follows:

a. Reading lessons should always be conducted as thought getting exercises and they should be based on interesting selections which have real worth.

b. Frequent silent reading exercises may be used to promote the habit of associating thought-getting with reading.

c. Specific attention is necessary to training in oral analysis. Such training should be given during a drill period and it should not be started until after pupils have learned a large number of sight words which may be used for purposes of comparison.

d. The frequent reading of simple selections, and the use of flash card exercises with words, phrases, and sentences are essential in developing the span of recognition and in securing fluency both in oral and silent reading.

By the time a pupil enters the second grade he has learned to associate meanings with the words of simple interesting selections, he has mastered a reading vocabulary of a few hundred words, he has gained some power in the recognition of new words and he is able to read simple selections independently with a fair degree of success. On the other hand, he is unable to recognize at sight many words which he hears daily in the conversation of his parents and friends, he

recognizes words separately rather than in groups at a single fixation of the eye, and he is unable to read with a great deal of fluency. Further progress in reading ability requires the development of additional skill in the recognition of unfamiliar words and greater fluency in the grouping of words.

Recent investigations have shown that the second and third grades form the most appropriate periods for emphasizing this phase of reading instruction. The result which is desired by the end of the third grade is ability to read fluently and intelligently, either orally or silently, any material of ordinary difficulty. In the accomplishment of the result attention must be concentrated primarily on the content of what is read. If attention is directed too largely to the mechanics of reading, it is probable that reading will become a process of word-calling rather than thought getting. If attention is not directed to the content, the pupil will probably lose interest in reading and will not put forth that type of persistent effort which is prerequisite to rapid progress.

Methods of concentrating attention on the content of what is read have been discussed in most striking terms by Miss Jenkins in her book entitled, "Reading in the Primary Grades." I have taken the liberty to quote a short section from her discussion. It is entitled Finding the Heart of the Story: "Every poem or story has a central theme about which the different parts are organized. Both understanding and appreciation of a literary selection depend upon the finding of this central theme. The conventional reading work of the schools is justly criticized because little is done to make this major purpose clear. Seldom does a lesson in reading concern itself with a large point of view.

"At times the title suggests the organizing idea. The teacher may well raise the question why the author has chosen such a title, but the answer can be only tentative until a careful reading determines its fitness. The Ugly Duckling is a good example of a significant title. Only when the story has been read can the children see that the ignorance of the barnyard fowls caused suffering; that the duckling was not a duckling after all; that the ugliness which caused so much sorrow was called ugliness because the little swan was compared with little ducks; and that mother ducks see beauty only in little ducks. The element of surprise in the story is delightfully guarded in the title. How many children get the idea from the story, however, that an ugly duckling turns into a beautiful swan? When the central thought has been appreciated, other selections containing the same thought may be presented."

The finding and naming of important divisions of stories, poems, and informational material, trains the child in getting the larger ideas and their sequence. As he grows older he is able to discuss these larger units intelligently.

Concentrating attention effectively on the content of what is read is an evidence of real teaching skill. This cannot be done without careful preparation. Each lesson should be studied carefully before it is presented in order that the teacher may make the right kind of assignment and in order that she may ask the most effective questions and use the most effective illustrations in explaining the difficult passages. Am I not right in saying that nine-tenths of the reading lessons are taught with little or no preparation and that whatever questions are asked and whatever corrections are offered are made on the spur of the moment? Is it not true that we should discontinue hearing reading, and begin the serious business of teaching pupils how to read intelligently and effectively?

In order to secure effective progress in the establishment of the fundamental habits and associations involved in effective reading it is necessary that the pupil be given abundant opportunity to read simple selections in order to further the establishment of various habits which were partially developed in the first grade. Furthermore, it is necessary to introduce pupils gradually to selections of increasing difficulty in order that they may gain power in attacking increasingly difficult problems from the standpoint both of meaning and of pronunciation. Two types

of reading exercises have been organized in many schools in order to meet these demands. The morning recitation consists of an intensive study of a selection in the basic reader and the afternoon exercise includes a large amount of supplementary reading.

The purpose of the morning recitation is to make a careful study of the assigned selection, to discuss various problems which arise in connection with it and to aid the pupils on such problems as pronunciation, grouping, fluent expression, etc. This recitation in reality resolves itself into a supervised study period. The recitation of the afternoon centers about some interesting story in a supplementary reader. This reading is done at sight and proceeds with little interruption. Whenever a pupil encounters a difficult word, it is pronounced by the teacher or by some member of the class, and the reading continues. The chief purpose of the hour is to read and enjoy the story. The selections chosen for the afternoons are noticeably easier than the selections studied in the mornings. The arguments in favor of simple selections are that pupils are able to read pages rather than paragraphs, they become intensely interested in the content of what is read, they group their words effectively when relieved of the necessity of working out new meanings and pronunciations, their rate and fluency improve, and keen interest in reading develops. These two types of reading exercises have proved so effective in many places that I am glad to recommend them to you for consideration.

A third problem which confronts the second and third grades in reading relates to rate and fluency. Slowness in oral reading may be due to a variety of causes: (a) A pupil may fail to recognize individual words readily; (b) he may not have reached the point in his development when his eye takes in more than one word at a single fixation; (c) he may be slow by nature; or (e) he may have difficulty in comprehending what he reads and therefore be unable to move on rapidly to the following passages. Ease and fluency in reading are dependent on ability to group words effectively as rapidly as the voice can vocalize them. As reading is conducted in the average classroom pupils have very limited opportunity to read. Pupils of the second and third grades should read page after page, instead of sentences and paragraphs, if they are to establish those fundamental habits and associations which are necessary in fluent reading.

This point of view was emphasized in a recent study at the University of Iowa of ten second-grade readers. On an actual count it was found that these books contained approximately 5,000 different words. On further investigation it was found that only about 400 of these words were common to all ten books. In the average classroom one or two second readers are studied and then the pupil passes on to a more difficult level of words in the third grade. The result is that only a narrow field of the simple second-grade words are mastered. When the pupil reaches the fourth grade he not only has to master the difficult word for that grade but in addition many of the simple unfamiliar words which should have been mastered earlier through extensive reading.

The distinction between oral and silent reading which was begun in the first grade should be encouraged in the second and third grades. Oral reading may be emphasized legitimately in these grades when the pupil is acquiring a thorough mastery of the mechanics of reading. Silent reading, on the other hand, assumes increasing importance at this time for the following reasons: (1) Many pupils acquire reading ability so rapidly that silent reading becomes a more economical and effective method of reading before the end of the second grade. (2) Many recitations in these grades can be conducted much more economically if pupils have been trained sufficiently in the art of silent reading to enable them to secure information independently from the printed page. (3) Pupils are rapidly approaching the period in their school life when numerous demands will be made on them for the silent study of large amounts of subject-matter.

Training in silent reading can be given in many classrooms during supervised study periods in which the teacher directs the pupils in their study of selections. Frequently a large number of books are brought to the classroom which deal with a problem such as how cotton is grown and marketed. The pupils read widely in these books to find the answers to questions in which they are interested. In still other schools supplementary reading books are used for outside reading. In some of the schools of St. Louis pupils read on the average one book a week outside of school hours. It should be stated that these schools ranked highest in every phase of reading ability. We need to give pupils more opportunity to read both orally and silently, and we need to supply them with numerous supplementary readers containing interesting and appropriate material.

There are innumerable problems appropriate for discussion in connection with reading instruction in the second and third grades. Time will not permit of further discussion of these problems at this point. The main suggestions which have been emphasized in this part of the discussion are briefly summarized as follows:

(1) The fundamental problem of the second and third grades is the establishment of the fundamental habits and associations involved in fluent reading. In this connection attention must always be concentrated on the content of what is read.

(2) Reading lessons of two types should be provided in order to further the establishment of the habits and associations which are partly formed and in order to develop power in attacking problems of increasing difficulty.

(3) Quantitative oral reading should be provided in order to increase the rate and fluency of reading.

(4) Silent reading exercises should become increasingly prominent during the second and third grades and should result in the improvement of study habits.

(5) Interesting, appropriate supplementary reading material should be supplied in large quantities. Pupils should form the habit of reading books frequently during out of school hours.

THE THEORY AND UNDERLYING PRINCIPLES OF THE GRAY TESTS

Clinton E. Kellogg, Principal, Concord School, Rochester

IT is with some reluctance that I undertake to discuss for the readers of this Journal a subject with which so many of them are familiar. But as a matter of preparation for some specific reports which are to follow I want to review briefly some of the more prominent features of Dr. William Scott Gray's standardized reading tests, and the process of obtaining scores. If this discussion can create a background which will make the following reports more interesting and suggestive it will have accomplished its purpose. But if in addition to that it can stimulate in a considerable number a desire to read and reread Dr. Gray's monograph, "Studies of Elementary School Reading Through Standardized Tests" published by the University of Chicago Press and possibly

along with it other equally valuable studies which the University of Chicago has made in the field of elementary education, I shall feel that these articles are not necessary to justify the use of the space which this one occupies.

It was Dr. Gray's monograph which suggested and largely directed the experiment, reports of which are to follow. Later it was Dr. Gray, himself, who by his stimulating presence and his wise and resourceful counsel made one of the most valuable contributions to the problem of teaching reading which our city has received in some considerable time.

We understand the absolute necessity for different standards of measure and value. Without the aid of the pound or the dollar modern business intercourse would be almost impossible. We are be-

ginning to wonder that teachers have been content so long with standards of intellectual achievement which cannot be interpreted and which are so variable that the success or failure of a pupil is altogether too frequently merely a reflection of the teacher's own physical and mental attitude toward the world in general and the pupil in particular. By this I do not mean to suggest that teachers are consciously unfair in rating pupils. It is, however, a matter of common observation that the same teacher will vary from day to day in rating the same pupil. And if she does rate a pupil 87% who knows what it means and who can say that any two other teachers would agree to the same mark?

It is this fallibility and variability of human judgment which emphasizes the need of more stable standards, and the work of Dr. Gray and others along this line during the last few years is of such great importance in the field of education that the most of us have only just begun to appreciate its significance.

In Rochester three schools, namely, Whitney School, Susan B. Anthony School and Concord School, with Whitney School and its principal in the lead became interested in trying some of the experiments which Dr. Gray had tried in Cleveland and elsewhere with the idea of putting some of his conclusions to the test and furthermore with the thought of attempting to bring the standards of these three schools up somewhere near those established by Dr. Gray. That there was urgent need for such an attempt will be revealed in the reports which are to be given later by Mr. Theodore A. Zornow, Principal of Susan B. Anthony School and Mr. Roger A. Spencer, Principal of Whitney School.

These three schools named above are so called foreign schools representing an aggregate of over four thousand children. The children of the first two are almost entirely of Italian parentage while those of Concord School, of which the writer is principal, are about 60 per cent. of Italian and 25 per cent. of Hebrew parentage. These facts explain the particular interest of these schools in Dr. Gray's study and tabulation of results in oral reading by nationality when, as a

member of the Cleveland Survey Staff, he discovered that in Cleveland Hebrew children were in every grade decidedly above the city average as well as above those more commonly spoken of as American children and furthermore that the Italian children in every grade were conspicuously below the city average. Immediately the principals and teachers of these three schools were eager to make the test for themselves with the hope that if it could be demonstrated that Italian children constituted a peculiar problem it might be possible to persuade those in authority that quite different methods and conditions must prevail with these children if anything like normal progress is to be expected.

Then too, these same principals and teachers were quite disturbed over Dr. Gray's compilation of data comparing results in schools dependent entirely upon the Aldine System of Reading with others using exclusively the Ward System of Reading, and when it developed that he could find no perceptible differences in any grades which would indicate or prove the superiority of one system over the other, there seemed to remain little opportunity for continuing the old time meaningless arguments. Indeed, there seemed to remain but one thing to do and that to begin to study the old problem from a new point of view and with the aid of such new implements as the most progressive minds of the day had devised. They felt that there must be less time spent in stating or in listening to mere opinions as to what constituted good reading and how to get it. For the time was at hand when they could in a large measure analyze their problems and get at the facts and if the facts so obtained revealed conditions of which they were not proud, the facts at least pointed out very clearly the necessity for action and indicated the direction of approach.

Dr. Gray makes a very sharp distinction between silent and oral reading and it is with his silent and oral reading tests that we are chiefly concerned in this discussion.

The oral test consists of twelve paragraphs containing about fifty words each. These paragraphs have been se-

lected with great care and so arranged as to present a fairly uniform difference in difficulty from the first and easiest to the last and most difficult.

STANDARDIZED READING PARAGRAPHS

1

A boy had a dog.
The dog ran into the woods.
The boy ran after the dog.
He wanted the dog to go home.
But the dog would not go home.
The little boy said,
"I cannot go home without my dog."
Then the boy began to cry.

2

Once there was a little pig.
He lived with his mother in a pen.
One day he saw his four feet.
"Mother," he said, "what can I do with my feet?"
His mother said, "You can run with them."

So the little pig ran round and round the pen.

3

Once there were a cat and a mouse. They lived in the same house. The cat bit off the mouse's tail. "Pray, puss," said the mouse, "give me my long tail again."

"No," said the cat, "I will not give you your tail till you bring me some milk."

4

Once there lived a king and queen in a large palace. But the king and queen were not happy. There were no little children in the house or garden. One day they found a poor little boy and girl at their door. They took them into the beautiful palace and made them their own. The king and queen were then happy.

5

One of the most interesting birds which ever lived in my bird-room was a blue-jay named Jackie. He was full of business from morning till night, scarcely ever still. He had been stolen from a nest long before he could fly, and he had been reared in a house long before he had been given to me as a pet.

6

The part of farming enjoyed most by a boy is the making of maple sugar. It is better than blackberrying and almost

as good as fishing. One reason why a boy likes this work is that someone else does most of it. It is a sort of work in which he can appear to be very industrious and yet do but little.

7

It was one of those wonderful evenings such as are found only in this magnificent region. The sun had sunk behind the mountains, but it was still light. The pretty twilight glow embraced a third of the sky, and against its brilliancy stood the dull white masses of the mountains in evident contrast.

8

The crown and glory of a useful life is character. It is the noblest possession of man. It forms a rank in itself, an estate in the general good will, dignifying every station and exalting every position in society. It exercises a greater power than wealth, and is a valuable means of securing honor.

9

He was approximately six feet tall and his body was well proportioned. His complexion inclined to the florid; his eyes were blue and remarkably far apart. A profusion of hair covered the forehead. He was scrupulously neat in his appearance; and, although he habitually left his tent early, he was well dressed.

10

Responding to the impulse of habit Josephus spoke as of old. The others listened attentively but in grim and contemptuous silence. He spoke at length, continuously, persistently, and ingratiatingly. Finally exhausted through loss of strength he hesitated. As always happens in such exigencies he was lost.

11

The attractions of the American prairies as well as of the alluvial deposits of Egypt have been overcome by the azure skies of Italy and the antiquities of Roman architecture. My delight in the antique and my fondness for architectural and archaeological studies verges onto a fanaticism.

12

The hypotheses concerning physical phenomena formulated by the early philosophers proved to be inconsistent and in general not universally applicable.

Before relatively accurate principles could be established, physicists, mathematicians, and statisticians had to combine forces and work arduously.

It is desirable that the test should be given in a well lighted room which is as free from all distracting influences as possible. The examiner needs to know how to put the child at ease and still not in any way to suggest either success or failure to the pupil while the test is going on. The oral test determines just two things: the rate of oral reading and the ability to pronounce words and sentences at sight. The rate of reading should be determined with a stop watch since a difference of a few seconds will often materially change the score.

The errors are indicated by the examiner as the child reads. After a little practice one can do this quite readily and in such a manner as to make it easily possible later to tabulate and study the various types of errors which children make in oral reading. It is interesting to know that after considerable study Dr. Gray has reduced all of the oral reading errors which children make to six type forms. They are as follows: gross errors of pronunciation, minor errors of pronunciation, that is, mispronunciation of only a part of the word, insertions, omissions, substitutions and repetitions. The whole subject of errors in reading is full of suggestion and interest as will be shown in the article of Mr. Zornow.

While the author attempted to devise some simple standards for judging expression he finally abandoned the attempt. However, some experiments in the University of Chicago by Dr. Clar-

ence Truman Gray seemed to indicate that pupils with a low rating in the oral test could usually be expected to read with poor expression and vice versa. In any event it is doubtful whether expression as such deserves the attention which many have been giving to it.

It is a long story to trace the development of the standards used in this test, but to be brief I may say that four standards of varying degrees of severity were adopted as a basis of scoring. Any pupil meeting the requirement of the severest standard has met the requirements of all four and is given four credits. Likewise if he just meets the conditions of the second in severity he has failed on the one most severe and has met the conditions of the other three and his credit would be three. If he failed to reach any of the standards he would receive no credit.

A fixed value is assigned to each paragraph except the first. The reason for doing it in this particular way must be taken on faith so far as this discussion is concerned. It may be assumed, however, that it is all based on very careful mathematical computations. By taking into consideration the fact that a first grade pupil deserves more credit than the eighth grade pupil for reading the easier paragraphs and by weighting the fixed value to account for this difference, it is possible to use the same set of reading paragraphs for all and still have scores that are within a consistent range.

SILENT READING TEST.

For the purpose of testing silent reading ability, Dr. Gray has chosen three

TINY TAD

Tiny Tad was a queer little fellow with only two legs and a short tail. He was nearly black, too, and much smaller than most tadpoles in the big pond. He could hardly wait for his front legs to grow.

"When I have them all," he said, "I'll leave this dirty water and go up into the orchard. What fun it will be to hop and hop and hop. If only I had a little brother to hop with me, I should be so happy.

It wasn't long before his legs began to grow. He jumped about and kicked around until his legs grew quite strong. "I am going out on the bank to see if I can hop," he said one night when he was just six weeks old.

The sun was hardly up the

next morning when a little toad jumped out of the water and hopped out on the bank. He was very small, but none too small for his little legs that wobbled under him. It was Tiny, the young toad.

different selections. The first entitled "Tiny Tad" is adapted to the capacity of second and third grade pupils. The second "The Grasshoppers" is intended for fourth, fifth and sixth grades. The third is "Ancient Ships" and is used in testing seventh and eighth grades.

Three abilities are tested in the silent reading tests, namely, speed, the ability to reproduce what is read and the ability to answer questions on what is read. The value of speed in silent reading needs no argument and while comprehension may be indicated in a variety of ways, it must be admitted that through reproduction of written matter or through the answers to questions upon material which has been read, practically all of a teacher's judgment concerning comprehension is obtained. The standard score for rate is kept separate from the comprehension or quality score and for convenience in getting the rate accurately each selection is printed on a card in three sections with one hundred words in the middle section of "Tiny Tad" and two hundred words in the middle section of the others. With this arrangement the examiner, by watching the eye movements of the pupil, can easily determine just when the child begins to read the middle section and just when he finishes and knowing the exact number of words in that section it is a simple matter to compute the reading rate. There is also a feeling of assurance on the part of the examiner that this rate so obtained has not been unduly influenced by embarrassment or other causes for delay which the child may experience in getting started.

The reproduction in the second and third grades is given orally and written by the one conducting the test. In the other grades the pupil writes his own reproduction. This same rule applies in the answering of questions. After much experimentation it was discovered that there was almost a constant ratio between the percentage of ideas correctly reproduced and the percentage of relevant words used in the reproduction. Since the latter was much more easily computed that method was adopted. If a third grade child used 105 relevant words in reproducing "Tiny Tad" (175

words) the reproduction score would be 60 since 105 is 60% of 175.

There are ten questions on the selection read which each pupil is expected to answer. While he is not required to use the exact words of the text in his answers it is expected that his answers will accurately reproduce the thought. The questions are not equally difficult. In fact the relative difficulty differs in different schools and different localities but they have been so selected that very few children will be able to answer all and nearly all can answer some. A credit of ten points is allowed for each correct answer. The reproduction score and the score on answers to questions are averaged to get the quality score. Because of frequent reference which will be made in the later reports to the scores in both oral and silent reading it may be well to repeat that the oral reading score is a combination score based on rate of reading and the ability to pronounce words and sentences at sight.

The silent reading score is divided into two parts, namely, the rate which is expressed in the number of words read per second, and the quality which is the average of the credits for reproduction, and answers to questions.

Since these tests are given individually they require considerable time and effort. The method of scoring results is slow and laborious. For that reason many schools with limited help naturally turn to simpler though less satisfactory tests. But wherever it is possible for one teacher to be free so that she can conduct the tests systematically, tabulating the results and so organizing the data that the teacher, principal or supervisor concerned may see at a glance the peculiar problem needing attention, the Gray tests are distinctly superior to others more easily administered. It doesn't take much of a test to convince you that a pupil has failed, but the important thing for us to know is, why and where he fails, and even though it takes time and effort to find this out it is only in this way that we may hope to achieve real success.

You often miss the best fishing while traveling to a better-looking place.

THE USE OF THE GRAY ORAL READING TEST IN A ROCHESTER SCHOOL AND SOME DEDUCTIONS FROM THE RESULTS

Theodore A. Zornow, Principal, Susan B. Anthony School, Rochester

ELSEWHERE in this issue of the Journal appear articles by Principal Clinton Kellogg and Principal Roger Spencer, describing the Gray Reading Tests and telling something of their use recently in three Rochester Schools. This article is intended to supplement those by Mr. Kellogg and Mr. Spencer. It will deal with the practical application of the Gray Test in oral reading only and will give some deductions from the results attained in giving the test in the Susan B. Anthony School of Rochester.

The Gray tests, in both oral and silent reading, were given in the Susan B. Anthony School during the latter half of the spring term last year. All the children from grades 2A to 6A were tested, some 595 in all, the results were tabulated and in so far we had time and inspiration were studied for what they might reveal. The work was done by one of the teachers of the school, Miss Dorothea Kaiser, who was released from the regular work of her grade for the purpose, and whose interest and zeal have been most keen and enthusiastic throughout.

I may say at the outset that we undertook the testing of our children with a feeling that our reading was poor. We wanted to ascertain just how poor it was comparatively. We also wanted to ascertain the most vital elements entering into the reading situation that are peculiar to our school and if possible to determine better methods of dealing with them.

Reading is by all means our biggest problem in the so-called foreign school. It confronts us at every turn of the child's school career. About 82% of the children in the Susan B. Anthony School are of Italian parentage of Sicilian and Calabrian stock, coming from homes in which in most cases no English is spoken, where the parents are generally illiterate and in which there are few refining or elevating influences. Probably

50% or more of these children under eight or nine years of age have never been out of the immediate vicinity of their homes and are, therefore, most limited in their stock of concepts when they enter school. It is astonishing how few of our children are familiar with a cow, a sheep, a robin or many of the other objects that usually figure prominently in primary reading. Add to this the fact that foreign schools are generally congested, as has been the case in the Susan B. Anthony School, and it becomes apparent that the problem of reading in such a school is strikingly unique and one that challenges our most intelligent, most intensive and most sympathetic attention.

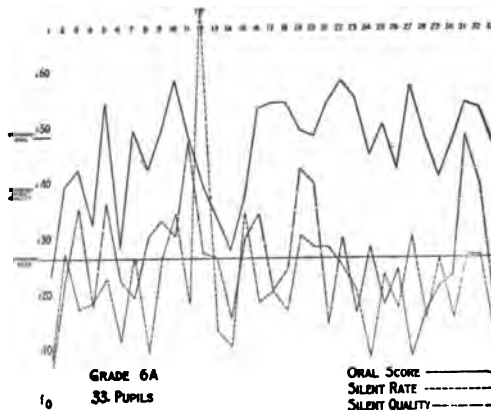


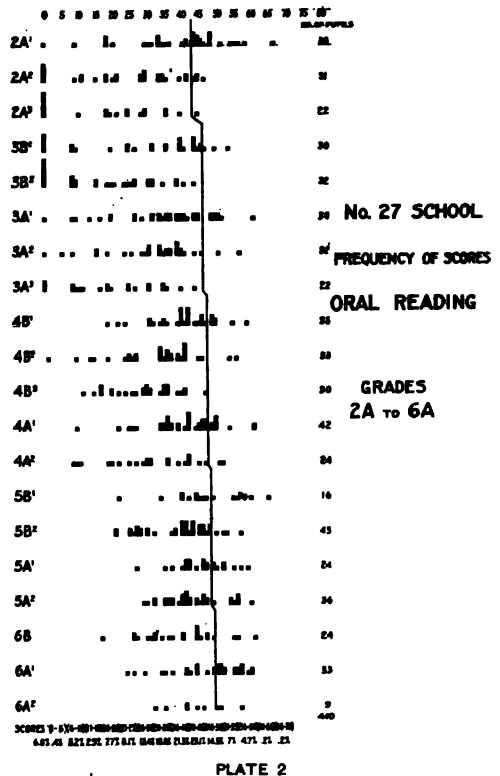
PLATE 1

Mr. Kellogg has described fully the nature and the validity of the oral test, the method of using it and the manner of scoring results. For the sake of making each child's record as significant as possible on a comparative basis, a series of three graphs was prepared for each grade tested in the Susan B. Anthony School, one for oral reading, one for silent reading quality and one for the rate of silent reading. The first figure shows these three graphs for a 6A grade. The scale for this chart is found in the left margin. The rate of reading is read

in words per second and is indicated on the chart by the smaller figures. The larger figures should be used in reading the quality of both oral and silent reading. Each child in the grade has a number at the top of the chart. His three scores, one for oral reading and one each for the rate and the quality of silent reading may be found on a vertical line dropped from his number. The exact score in each of the three particulars is indicated by the height at which this line is intersected by the appropriate curve. The relation of any child's score to the standard set by Dr. Gray may be determined by comparison. The location of the standard scores is indicated in the left margin. For example, the standard score for oral reading in the 6th grade is shown to be 48. Eighteen of the pupils in the grade attained a score in oral reading equal to or above this standard. Unfortunately, the cross section lines which appeared on the original charts were not reproduced in the process of photographing the charts.

These charts were placed in the hands of the individual teacher, together with the examination sheets and score sheet for her grade, in order that she might note the individual differences in her pupils. Questionnaires were likewise given to the teachers to direct their study somewhat. And a series of teachers' meetings was held with the idea of making the individual teacher as conscious as possible of the problem and of quickening her to her opportunity to suggest remedies.

Not all of the charts prepared in the study of the problem can be reproduced in connection with this article. The second figure gives a fair idea of the condition discovered in the school as a whole. This figure shows the distribution of the scores attained in oral reading by all the pupils tested. The scale for the chart is at the top in this instance. The several grades tested are indicated in the left margin. The series of blackened squares opposite each grade shows the scores attained by the pupils in the grade as indicated by the scale at the top of the chart. The vertical line at the right in the figure locates the standard score for oral reading in the several grades. The



darkened squares to the right of this line stand for the scores of children who attained results above the standard. There are 91 such squares, which is 15% of the 595 children tested. At the extreme left of the figure 30 darkened squares are found in the zero column. This does not mean that these children were not able to read at all but rather that they read so slowly and with so many errors that they were unable to score under the rules. In studying these cases further we found that 21 out of 30 were boys; 13 had had kindergarten training, 17 had not and, therefore, presumably entered the first grade knowing little or no English; 9 had attended more than one school, and 27 were Italians, 3 were Americans of an inferior type.

The element of nationality has an important bearing on the scores attained. The average oral score for all American children tested was 40, for all Italian children 31. The average score for American children therefore is 29% higher than the average for the Italian children. If the Italian children had

COMPARISON OF ORAL SCORES

SCHOOLS 17, 18, 27
GRADES 4, 5, 6

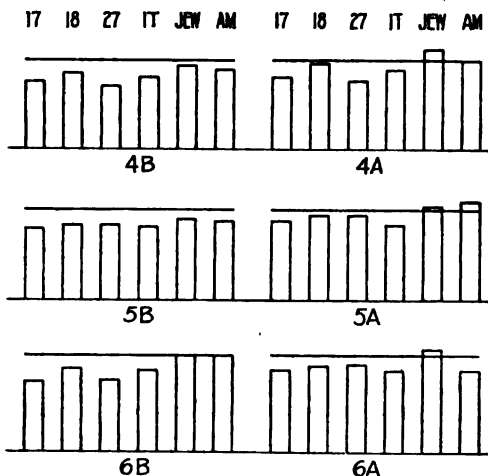


PLATE 3

stood 29% higher than they did a number of grades would have attained average scores above the standard.

We have attempted to show the influence of nationality somewhat further in the next chart, where we compare the scores attained in oral reading in schools Number 17, Number 18 and Number 27. The Susan B. Anthony School is Number 27. All three schools are known as foreign schools. Number 17 school pupils are about 65% Italian; Number 18 has about 50% Italian pupils and about 40% Hebrew pupils; while, as already stated, the children in Number 27 school are about 82% Italian. In the chart there are six figures, one for each grade from the 4B to the 6A inclusive. Grades below the 4B were not tested in School 18 and therefore comparisons below this grade could not be made. Let us consider the figure for the 4B grade. The reader will notice that there are six columns in the figure. The first three represent graphically the average of the scores attained by all the pupils tested in oral reading in the 4B grades of Schools 17, 18 and 27 respectively. The last three columns in the figure pertain to School 18 only. The fourth column shows graphically the average score attained by the Italian children in the 4B grade of School 18, while columns five and six show the same thing for the

Hebrew and American children respectively in the same school. Above the columns is a horizontal line which shows how tall the columns should be if the average score attained were equal to the standard set by Dr. Gray for grade 4B. The same arrangement applies to the figures for the five other grades.

In studying the foregoing chart it will be observed that the Italian children in School 18 in no grade attained an average equal to the average of the grade as a whole. Compare columns four and two in each figure. Furthermore, by comparing column five with columns two and six in each figure it will be noticed that the Jewish children as a class attained an average score in oral reading that not only surpassed the average for the grade as a whole in every instance, but that indeed was equal to or above the average score attained by the American children as a class in every grade except 5A. In other words, as far as the quality of oral reading is concerned the presence of Hebrew children in a school seems to be as distinctly an asset as the presence of Italian children is a liability.

GRADES	ERRORS IN ORAL READING						TOTAL ERRORS
	REPRODUCTIONS	INSTRUCTIONS	OMISSIONS	SUBSTITUTIONS	MISPRONUNCIATIONS	OTHER	
2A ²	37-47	162-182	135-151	253-272	19-27	37-347	323-1002
3B ²	50-61	173-202	124-151	233-352	27-37	177-212	844-1002
3A ²	60-67	174-182	145-152	200-302	27-37	276-297	973-1002
4B ¹	109-107	153-142	136-182	178-167	99-97	306-342	1121-1002
4A ²	63-97	147-212	111-162	136-282	30-47	167-237	716-1002
5B ²	84-67	165-137	156-127	199-152	215-167	450-352	1269-1002
5A ¹	38-57	64-97	113-162	36-137	174-242	233-327	716-1002
6B	48-77	79-112	132-192	107-157	44-67	236-412	696-1002
6A ¹	63-57	89-87	102-162	126-112	239-222	422-387	1121-1002
TOTAL	552-772	1206-1472	1294-1572	1739-2172	674-1072	2716-3222	8381-1002

PLATE 4

When we summarized the particular errors of the pupils tested in School 27, selecting nine grades so that each "A" and "B" grade from 2A to 6A, inclusive, should have representation, we found that there were 8,381 errors made in these nine grades. The chart labeled "Errors in Oral Reading" is a tabulation under six heads of the errors made in each grade. For each grade the absolute

ERRORS BY GRADES

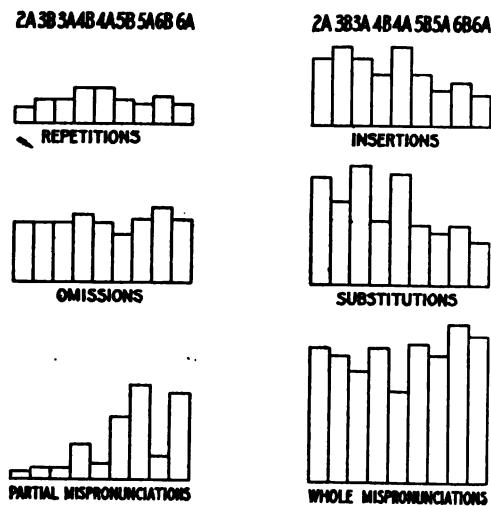


PLATE 5

number of errors of each type recorded is given as well as the percentage that this number represents of the total errors made in the grade.

A more graphical representation of the significance of the six different types of errors by grades is shown in the last chart.

In this chart there are again six figures, one for repetitions, one for insertions, etc. The nine columns in each figure show on a comparative basis the number of errors of the given type in each grade tabulated from 2A to 6A inclusive. The same scale and arrangement applies to all six figures. It will be observed from a study of this chart that as one advances through the grades repetitions and omissions remain practically constant; insertions and substitutions apparently tend to decrease; partial mispronunciations tend to increase owing to the fact that pupils in more advanced grades read paragraphs involving difficult words; while gross or whole mispronunciations remain about the same.

In general these results are in accord with those of Clarence Truman Gray, who investigated the same matter for the General Education Board with 59 pupils ranging from the third grade to the college. His results show that there is little variation in the percentage of the different types of errors as far as grade is

concerned, except that mispronunciations lessen in the high school and college. There is much overlapping, the best in the lowest grades make fewer errors than the poorest in the upper grades. And he concludes that these errors, except mispronunciations, either get little attention in school or else that they are not open to the effects of training.

To some extent we have endeavored to explain the significance of the different types of errors. Because of the lack of space I shall discuss in this article the cause and significance of mispronunciations only.

Mispronunciations, both partial and total, are the most typical errors made by our children. They constitute 42% of the total errors. Seemingly they may be attributed to one of the three following causes:

- (1) The material read may be entirely beyond the vocabulary and the comprehension of the child. The largest number of mispronunciations were made by our intermediate grade children whose mechanical ability enabled them to read, although poorly, the more difficult paragraphs, the content of which they could not understand.
- (2) Mispronunciations of course indicate a lack of phonetic training since the child is not able to analyze the words into their elemental parts.
- (3) They are to some extent, in the case of foreign children, due to habitual linguistic characteristics inherited from their foreign ancestry.

In so far as mispronunciations are due to the first two causes, they will disappear with increasing experience and correction. Careful selection of reading material within the ability of the children and systematic and thorough phonetic training should help. The inborn foreign linguistic tendencies are more difficult to eradicate. They tend to perpetuate themselves in the spoken language of the child and to make it slovenly and vulgar. You recognize the type of mispronunciation that I mean. The Italian child quite commonly says "tree" or "free" for three; "dat" for that or "dose" for those. Final syllables, especially "ing," "ed" or "s" are frequently omitted. The possessive "s" in "mouse's" was omitted

23 times in a grade of 32 pupils. On the other hand a final "s" or "ed" or a final vowel are frequently added. In the Gray test many children read "What shall I do with my feet" instead of "feet." "Puss" was quite commonly changed to "pussy" by adding the final vowel—13 times out of 32 possibilities. Words involving the same or similar sounds are frequently interchanged. "Was" is substituted for "saw," "some" for "same" or vice-versa; "king" for "kind," "house" for "home," "when" for "then," "was" for "were."

This type of error is pernicious and cannot be eliminated by casual or incidental correction. It is a matter of habit and habits are broken only through persistent and systematic attack.

In a large measure this is a matter of hearing. Children of foreign parentage hear so little English. There is so much competition offered by the foreign tongue that the ear accustomed to its sounds and cadence, fails to hear accurately the sounds uttered by the teacher. There is no apperceptive auditory basis. The child cannot utter "three" instead of "tree" because he does not hear it. Therefore, we must see to it that the child hears accurately all the sounds in a word on the occasion of his first hearing it. We must develop an auditory sensitivity through correct first impressions and through drills and imitations.

There are other qualities entering into oral reading which the Gray test fails to take into consideration. It only indirectly evaluates rate of reading. Emphasis and expression are overlooked as are likewise pitch, clearness and quality of voice. In all these factors our children are woefully weak. I shall discuss the conditions more in detail in connection with our plan of constructive work.

It would be of little use to give these tests were we not to profit from our findings. If not from the specific revelations of the test, at least from the quickening that inevitably results from a study of the records. We must translate the revelations of the test into better methods of instruction. Our constructive effort intended to improve the reading in our school has not progressed very far since we only started the testing in April, 1918.

We are not yet able to see results. In general this is what we have undertaken:

(1) A more deliberate preparation in the kindergarten for the work of the first grade. Without in any way interfering with the underlying principles of kindergarten work, we hope to promote the children to the first grade (1) better able to work independently and (2) with a stock of concepts which will furnish an apperceptive basis for first grade reading. Kindergarten and first grade teachers are working together in the development of this idea.

(2) With the approval of the superintendent of schools we are keeping our first grade children on double sessions which is not the customary practice in Rochester, and are giving them two periods a day of 40 minutes each in the auditorium during which they are getting story-telling work, conversation work, dramatization, reproduction and rhythm work.

(3) We are attempting certain changes in our reading instruction or at any rate are putting more emphasis on certain phases of that instruction. From our study of the results of the tests and our discussions there developed certain suggestions as to method that seemed worth following. In order that we might not forget them we put them in outline form. On account of limited space the Outlines will not appear until the May issue of Journal.

I do not intend to discuss the outline in detail but shall mention briefly three or four points, such as rate, phonics and motivation, which seemingly have to do with the psychology of the situation in our school as revealed by the Gray tests.

If the outline has any merit at all it lies in the fact that every suggestion made is intended to contribute directly or indirectly to emphasis on thought acquisition. We propose to start with it as a guiding principle; to correlate our occupation work with the content of the material read and to gradually reduce the amount of oral reading and increase the amount of silent reading as the child advances through the grades because the latter seems to be better adapted to the development of thought-getting, and it was in the matter of thought-getting that

our children were particularly weak. It was failure to get the thought that accounted for many of the mechanical errors, omissions, substitutions, etc.

If the chief emphasis in reading is to be put on the acquisition of the thought it becomes a matter of prime importance that the reading material to be offered to the children should be most carefully selected. Children should be trained from the beginning to look for the thought in every word, phrase, sentence or paragraph. They should, therefore, be given reading material that is worth while for its own sake and that is interesting to them. There should be continuity of thought and not merely pages of inane sentences constructed primarily to involve certain phonograms and, as someone says, that may be read quite as well from the bottom of the page up as from the top down.

There should be stories within the comprehension of the children, stories that will grip their interest in order that there may be an incentive for wanting to read. And after all is not that our chief objective in reading, to develop in the children a desire to read for the sake of what they get out of it? As Dr. Klapper says, "The child must learn that words are like our eyeglasses, they are of greatest service to us when we look through them not at them." Dr. Gray says that there should be an abundance of easy, well-graded, interesting reading material furnished for "the child learns to read by reading just as he learns to walk by walking and to talk by talking." Needless to say much of the material that we have of necessity used in the past has not met the requirement just described. It has become a matter of real concern to us to get reading material within the ability of foreign children and that will make an appeal to them.

And I should like to say right here just a word in regard to a point that is being much stressed by those who are studying the reading problem most systematically and scientifically. Dr. Judd, in his monograph "Reading: Its Nature and Development" reports a series of photographs taken of the eye movements of different individuals as they read the

same lines and shows that there is the greatest variation in those movements. The eye sweeps and pauses several times in reading a line tending to take in a certain number of letters or words at a fixation. Reading or recognition takes place during the pauses and the better the reading the less pauses there are to a line. Good reading, fluent reading, ease of reading, are secured by a rhythmic movement of the eye tending to break up each line into the same number of sweeps and pauses. Lines, therefore, should be of uniform length and about 8 cm. long or $1\frac{1}{3}$ times the width of the usual newspaper column. Pictures should be at the top or bottom of the page. When lines are broken it should be at a natural break in the thought. Irregular, broken lines mean eye fatigue because of the necessity of adjusting the eye to the lines of varying length. Eye fatigue leads to myopia and other ailments.

Rate of reading is another matter of prime importance in good oral or silent reading. In the silent reading test, which was the only one in which the rate of reading was directly measured, 6 of our grades were above the standard—14 were below. Invariably low rate meant poor quality with both grades and individuals. The question is, therefore, "Does emphasis on speed of reading have a tendency to improve the comprehension and the quality of expression?" The burden of the testimony offered by reliable scientific students of reading is all in the affirmative. Miss Abell, who tested Wellesley college students and who is quoted by Huey, pointed out that slow readers read a word at a time while rapid readers grasp phrases, clauses and even sentences. Oberholtzer concluded from the examination of 1,800 pupils at Tulsa, Oklahoma, that rate improved with practice and that oral expression and power to grasp the content were equally improved. Klapper says that rapid readers are the more intelligent readers; they gain the more vivid impressions. Now it is true indeed that most of the tests that have been made have been mainly in connection with silent reading, although not altogether.

However, oral reading in the primary grades is only a preparation for silent reading in the more advanced grades. And if we want rapid silent reading, we must first develop fluent oral reading. In her book entitled "Reading in the Primary Grades," Frances Jenkins points out that there is grave danger in permitting a child to habituate himself to a slow rate of oral reading if rapid reading is expected later. Stressing speed in reading, therefore, within certain limits, is important and from the very start.

How are we going to stress speed and thus increase rate of reading? Well, one of the main reasons why our pupils read slowly is because they fail to synthesize words into thought units, phrases or clauses. Fluency of reading and the recognition of words in groups go hand in hand. Rapid and expressive reading is not possible when the child is trained essentially to recognize words singly. Therefore, we will

(1) Emphasize and drill on phrases and word groups.

(2) We will put emphasis on getting the meaning of words from the context, so as to show the necessity of grouping words, and

(3) We will use as many specific tests and devices as possible to arouse a spirit of competition and a desire to read rapidly.

What about phonics? How necessary is it that we should give our children phonetic training in order to develop power to attack new words? You doubtless have read the report of the experiment at Franklin, N. H., where through the first two grades one group of children was given phonetic training, another was trained only with quick perception cards and in sense-content methods. At the end of the year it was felt that the group without phonetic training read more fluently and more expressively but less accurately. However, the conclusion was that foreign children and those having bad habits of pronunciation were helped by the phonetic training. Our own experience leads us to feel emphatically the need of phonetic training for foreign children not only

(1) To develop a method of attacking new words, but

(2) To sharpen auditory perception through systematic ear training, for the sounds of the Italian words are ringing in our children's ears and systematic effort is necessary to supplant them, and

(3) Phonetic training is needed to develop co-ordination of the speech organs necessary to the utterance of correct sounds, which are so difficult for the Italian child to acquire.

Dr. Judd in his monograph on reading furnishes a number of photographs of the eye movements of poor readers trying to recognize difficult words. He says "The child moves his eyes about restlessly trying by getting different views to recognize the complex of letters." These eye-wanderings, complicated backward and forward movements, constitute what Dr. Judd calls technically a "period of confusion." He says that the cure for "confusion" is to be found in training the pupil to make an orderly analysis of words. Unless the school trains the pupil to work out his words systematically he will do it badly and will exhibit confusion. And then he goes on to say that the goal towards which training in reading should always be directed is away from analysis and in the direction of the fixation of whole phrases at a single glance. "This is not analysis but decidedly a form of synthesis which can never be achieved if all the training is in the form of analysis." "The school aims to reach the level of fluent synthetic grasp of phrases. Purely mechanical training is in opposition to this. Mechanical training would not be justified if distraction could be avoided by ready recognition of words. Mechanics are justified only when they contribute to final fluent recognition of words."

What should our course be, therefore? A composite method in which a maximum amount of attention shall be given to content and thought acquisition, but in which there shall be a co-ordinate emphasis on phonetic training. In this phonetic work the major part of our emphasis should be put on synthesis rather than analysis. There should be an abundance of blending and a definite attempt to develop constructive synthetic power on the part of the child by building groups around word roots.

This process of synthesizing is a very important factor in the teaching of reading. Children should be taught to read ideas rather than words. What is the explanation of the slow and jerky reading that we sometimes hear even when a child knows the words? He is reading disconnected ideas. He fails to synthesize words into sentences vocally and ideas into thoughts mentally. Simple reading material prepared silently before being read aloud, with abundant questions to direct attention to the thought should help to overcome this tendency.

Again, frequently children get sentence thoughts effectively but fail to think sentence thoughts into larger wholes. This results particularly from the practice of permitting children to read only isolated sentences in first grades. Again it is a process of synthesis that is required. Children should read several connected sentences as soon as possible to develop the habit of sensing the continuity of thought.

And lastly the child must be taught to synthesize paragraph thoughts into story wholes. The child who cannot reproduce in substance the entire thought of a story read "misses the point" and is not trained to read efficaciously. From the start we must strive to train our pupils to grasp the whole as well as the parts of everything they read. Real and effective reading is essentially synthetic—the thinking together of separate ideas into united wholes.

Much of our reading is lifeless, dull and expressionless. Our children fail to sense the situation involved in a reading selection and to appreciate the characters. It seems to us that the difficulty is largely due to a lack of motivation. We are urging therefore, a wider use of four natural aids which the teacher may call to her assistance to make reading more real and vital, viz: The child's vivid imagination; his faculty of imitation; his dramatic impulse, and lastly, the appeal that comes through the thrill of an audience.

No more potent factor may be called into play to create the atmosphere of the selection than the child's imagination, and still, how commonly teachers fail to use the child's imagination even in the study

of a picture before beginning the reading recitation. A tactful and a simple way of preparing the child intellectually and emotionally for what he is to read is through the study of the picture and through calling on his imagination to suggest what is probably going to take place. Thus is an appreciative attitude developed.

The idiom, the emphasis, the inflection of the English language are foreign to the spirit of the Italian child. How are we to help him catch the spirit of English? Through imitation of the teacher as a model or in the discretion of the teacher of the better readers in the grade. No more effective help can be given the backward child.

Dramatization should be used to the fullest possible extent with foreign children as a means of vitalizing the acquisition of the thought. To require the child to give his interpretation of the meaning of what he has read through actions, words or posture, is a real and effective test of the acquisition of the thought.

There is inspiration to be derived from the thrill of an audience. To get the child to feel this thrill is real motivation. He will do his best when there are expectant faces about him. When he feels that he has a message to communicate that is worth while and that his classmates desire to hear him. He cannot read well if he is reading simply because it is his turn.

In conclusion, an increasing amount of emphasis is being placed by educators on the importance of silent reading. It seems unquestionable that silent reading has been neglected and that it is deserving of far more attention than it has received. However, lest we should go to extremes in our newly awakened zeal for silent reading, is it not well for us to remember that there should be a sensible co-ordination of oral and silent reading for, as Dr. Klapper says:

(1) It is only through oral reading that we can ascertain what symbols the child does not know and thereby help to develop his power to attack new material.

(2) One can tell whether the child has gotten the author's idea—has acquired

the thought—to some extent through the voice, the emphasis and interpretation of oral reading as well as through reproduction after silent reading.

(3) Effective oral speech requires clearness of articulation, of enunciation and voice control. How can these be

noted and developed better than through oral reading?

(4) Interpretation and expression can be developed only through oral reading. Many a masterpiece would lose its force, dignity and beauty were it not read orally rather than silently.

SILENT READING IN THE LIGHT OF THE GRAY TESTS

Roger A. Spencer, Principal, Whitney School, Rochester

THE preceding articles in this magazine make any lengthy introduction to this article unnecessary.

Assistant Superintendent O'Hern's article has taken up the general problem of Reading. He has also touched on the problem of teaching reading to the foreigner.

Principal Kellogg has shown what the Gray Tests are, how they are scored and has discussed the general problem of handling them.

Principal Zornow has discussed the problem of Oral Reading and has shown some very carefully compiled data as a result of the Gray Tests.

This article will deal especially with silent reading although for the sake of comparison some oral reading scores will be used. Charts will be presented showing how the results of the Gray Tests were analyzed, what the whole general situation in silent reading in Whitney School is, two charts comparing Whitney and Anthony Schools showing how the value of different methods of teaching reading was checked up and a chart to show how difficult is the problem of teaching reading to Italian children. These charts will be discussed somewhat at length. In addition, the general question of Silent Reading will be discussed in a brief way and some practical everyday uses of the Gray Tests will be shown.

It may not be out of place here to call the reader's attention to the fact that American schools are essentially reading schools as opposed to European schools which are for the most part oral schools. In American schools, the text book plays an important part. Beginning as early as the fourth grade and increasingly as successive grades are reached, the pupil is expected to secure much of the infor-

mation used in his education from reading text books and judging and interpreting the material, while in European schools the teacher delivers the information to the class orally and the pupil is expected to do but little reading even in the upper grades. The fact that the progress of a pupil in our educational system depends largely on his ability to get the meaning from the printed page, makes the teaching of silent reading a matter of the highest importance.

But little attention has been given to this matter by the schools. We find in the same grades and even in high school classes pupils with greatly varying abilities in silent reading attempting to do the same work. This has given rise to all sorts of undesirable results. But until recently no one had devised a method which would tell quickly what ability a pupil possessed in silent reading.

The reader has already been told how three schools in Rochester surveyed their reading in the spring of 1918 by means of the Gray Tests. Careful preparation was made in advance of beginning these surveys. In Whitney School, Miss Nettie J. Hamilton, a first grade teacher of unusual experience and ability, was assigned to the work of actually giving the tests which covered grades two to eight inclusive. Miss Hamilton and the principal of the school had studied Standard Tests in an Extension course given by Dr. Pechstein at the University of Rochester. In addition, they had made a very careful study of Dr. Gray's Monograph to which preceding articles have referred. They had likewise read Huey and numerous other writers on the subject of reading. They had also worked together for ten years studying methods of teaching reading and developing methods in the class room. Digitized by Google

In giving the report of the Silent Reading Tests, the writer will be compelled for the most part to use the results obtained in Whitney School. While it would no doubt be interesting to have a report made in which the three schools were compared in all phases of the work, it must be confessed that as yet no one has had time to get the data in shape for such a report except in a meagre way. Further than that, such a report would require far more space than this article can presume to occupy. In fact, it will be necessary to omit much of interest already worked up from the results at Whitney School alone.

In this report the writer is well aware that the results obtained are of interest only in a general way. Particular facts have no place except in so far as they show general tendencies or seem to establish some general proposition. It will be the purpose of this article to report such phases of the results of the Gray Tests as will show the scope of the whole question and to give such detail as may seem necessary to show the results in a general way both as to the analysis of the present abilities of the children concerned and as to what these results seem to show as to the necessity of changing our methods of teaching reading in order to overcome the deficiencies which are shown to exist.

As the work progressed, several conferences were held with Mr. O'Hern, the teachers assigned to the giving of the tests, and the principals of the three schools concerned present. At these conferences, all questions arising as a result of giving the tests were thrashed out. The importance of this method of procedure is obvious. It was necessary that we work in exactly the same way and in strict conformity to the methods used by Dr. Gray himself in order that our results might be above reproach when they were compared with each other and with the results obtained by Dr. Gray from which he set up his tentative standards.

In all cases, tests were begun in the upper grades where the maturity of the pupils would make the giving of the tests a more simple matter. This gave the examiner experience in handling the tests in advance of giving them in the lower

grades which appeared to be and later proved to be a more delicate task. In no case was serious difficulty experienced in handling the children. In most cases they seemed anxious to try the tests.

The difficulties, outside of setting up standard conditions for giving the tests, arose largely in scoring the answers to the ten questions. Two questions arose, the first being the case of the pupil who seemed to have the idea more or less but who had failed to answer in the language of the test. To illustrate: the "Grasshopper Test" contained this sentence, "The noise of their wings filled the air with roaring sound like a rushing storm, followed by a deep hush as they dropped to the earth and began to devour the crops." Question 7 on this test asks: "What kind of a noise did they make when flying through the air?" Several children answered, "Like thunder" and one said, "Like an aeroplane." These answers we regarded as more or less descriptive, but we were unable to agree in a conference as to how they should be scored. Finally we referred the matter to Dr. Gray and on his advice they were disallowed and the answers, "Like a storm" or "Like a rushing storm" were required. The second question was one of partial credits. In the same test this sentence occurs, "Sometimes on clear, warm moonlight nights they traveled all night." Question 3 asks: "On what kind of nights did the grasshoppers sometimes travel all night long?" Some answered, "On warm nights," others, "On warm moonlight nights." Inasmuch as three different adjectives were used in the text of the test, the question arose as to how much credit should be given where but one or two of these adjectives were used in the answer. This was referred to Dr. Gray and he advised us that he used no partial credits in scoring answers. He allowed each of these answers full credit. We followed his advice as to what to require and found no further difficulty in scoring.

When the score sheets were made up, it seemed necessary to show the results in graphic form.

Accordingly Plate I shows how these results were handled. The particular grade shown here is a Second A grade

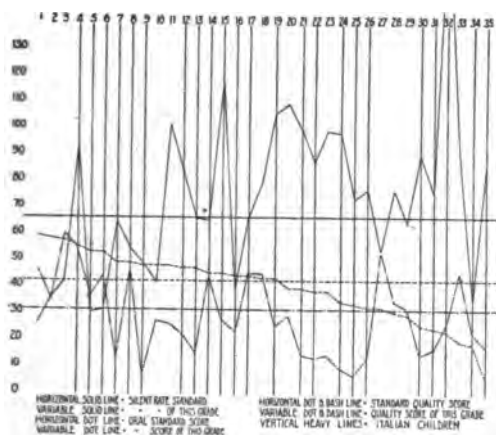


PLATE I

with a very superior teacher. Plate V shows this same grade again but for a different purpose. In Plate I the pupils are arranged in the order of their oral reading scores. This shows a variability in oral scores from 60 to 6, the first nineteen pupils being above the Gray standard. Looking at the quality score curve, it will be easily seen that the first six pupils were above the standard, but that beyond that point there is little correlation between the oral and silent scores. In some grades correlation did not exist for more than the first two pupils without a break. The rate curve is not the one used by Dr. Gray and Mr. Zornow but is the time the pupils required to read 100 words. Accordingly the high points are the slow readers and the low points are the rapid readers. The matter of rate again shows disconcerting tendencies. The first three pupils are above the standard in all three scores. Pupil 4, the first Italian child, drops below the standard in rate, but still keeps above the standard oral and quality scores. Pupils 5 and 6, the second and third Italian children, keep above all standards. Pupil 7 drops below standard in quality score, 8 keeps above all standards, 9 and 10 drop below in quality score, 11 and 12 drop below both in rate and quality scores, etc. Pupil 32 required 200 seconds to read 100 words, was considerably below standard in oral reading and while below standard in quality score, he was able to do surprisingly well. Seldom does a slow pupil comprehend what he reads to any ap-

preciable degree. Likewise pupil 34 had remarkably high speed and yet scored below standard both in oral and quality scores. He is the only pupil in this grade with anything like that rate, who scored below standard in both oral and quality scores. The quality score of pupil 33 is also interesting. This pupil was much below the rate and oral standards and yet was much above in quality score. She was not nearly so slow as pupil 32 in oral score and yet secured this excellent quality score which is above that secured by two-thirds of the class. However in general, it was found that good rate accompanied good quality and oral scores and that poor rate accompanied poor scores.

Charts like Plate I were made by the principal for the results in each room and the teacher was called in to study the scores of her pupils. It was more interesting to her than to any one else as she knew the characteristics of each child and was thus enabled to check up her judgment against a perfectly objective standard. Teachers awaited the testing of their grades with much interest. The element of anxiety was removed by the fact that we were all anxious to learn the facts and not to prove some point in regard to poor or good work. In general, it is evident as will be shown later, that we suffer from improper methods more than from any other cause.

Plate II, which looks like several views of New York City as you cross the Hudson, gives the quality score distribution of the pupils in Whitney school. The numbers at the left indicate the grade represented in each "view." The numbers at the top indicate the score represented by the pupils on a vertical line through that point. The original drawing was on cross ruled paper, but unfortunately the commercial ruling failed to photograph. Each small square represents one pupil. The right hand oblique lines connecting certain points, connect points which represent the standard quality score and the corresponding oblique lines at the left indicate the points at which the grades of Whitney School averaged. Grades 6 and 7, also grades 3 and 4 are not connected by these ob-

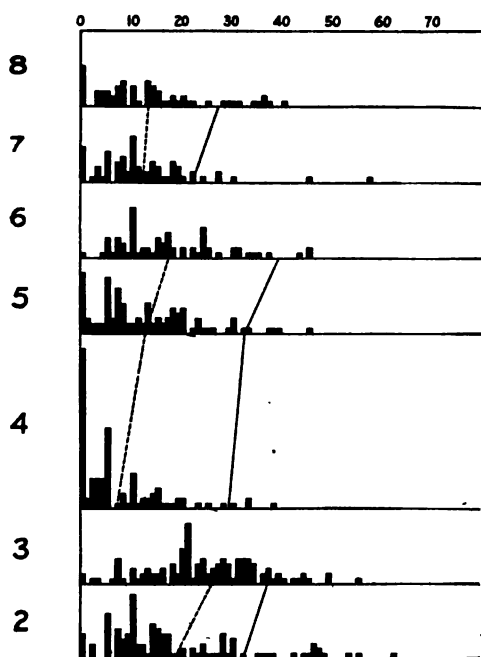


PLATE II

lique lines since their tests were different. The alarming thing is the great number of zero scores. No grade escaped them and they were conspicuous in the fourth and fifth grades. This same disconcerting result was found in each of the other two schools tested.

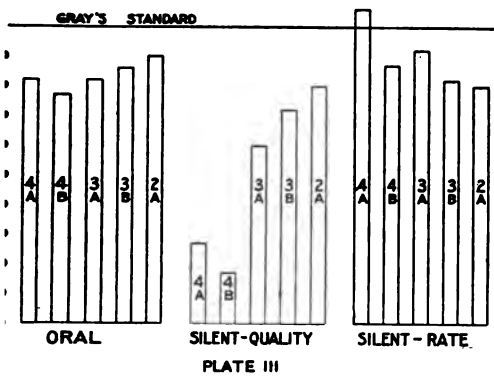
As we progressed with this work, we came to have great faith in the Silent Reading Tests. They proved very reliable in determining the general ability of pupils. We found that those children unable to reach a fair quality score, had had much difficulty in learning history, geography, language and in solving problems in arithmetic. This question will be discussed again further on. But it is impossible to take too much pains to impress on the reader the great problem the teachers face in a school with the silent reading ability shown in Plate II. As will be shown later, the teachers in Whitney School face this problem when these children enter kindergarten. At every stage the teachers use their best efforts to overcome this great handicap. At times it seems a heart-breaking struggle and yet until Dr. Gray discovered a marked difference in the reading abilities of the children of foreign parentage, as shown in the report of the Cleveland

Survey, these schools were expected to reach the same standard of work, with the same per capita expenditure as other schools in the city. In fact, it is not so long ago that many people in general administrative positions, maintained that there was practically no difference in children. These same people had an idea that a defective child could easily be made normal by giving him a few weeks in a special class with a preponderance of hand work. It is impossible to use sufficient space here to discuss this question further. However, there must be much more intelligent consideration given to it in the future than has been given in the past if the schools are to discharge their obligation.

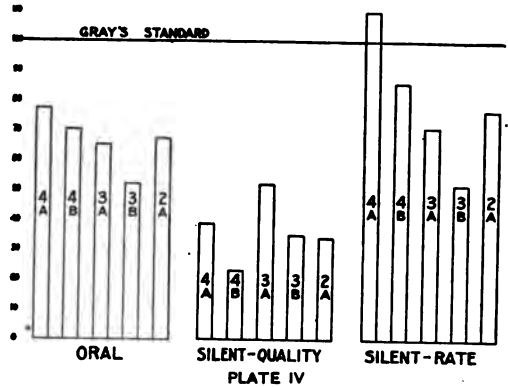
Plates III and IV should be considered together. This is the only attempt made in this article to compare the results of two of these schools. The plates are designated by the number of the schools. In Rochester schools have both names and numbers. Whitney School is Number Seventeen and Susan B. Anthony School is Number Twenty-Seven. In these plates Gray's Standards are used as one hundred per cent. and the averages attained by the different grades are reduced to percentages of the standard. This enables us to compare the scores obtained in Oral Reading, Silent Quality, and Silent Rate at a glance. The height of the columns used indicates the percentages attained. Mr. Zornow used similar charts in comparing the general results in the fourth, fifth and sixth grades of the three schools. However, it is impossible to compare the lower grades in but two schools as Concord School was unable to test the second and third grades at that time.

Mr. Zornow's comparison of these three schools in the fourth, fifth and sixth grades is very fair because all those children had been taught reading on a purely phonetic basis. The comparison here is for a different purpose. In 1915 Whitney School changed from a phonetic method of teaching reading to a method having meaning or comprehension, as we prefer to call it, as its fundamental basis while Anthony School kept on with a phonic method. The change at Whitney School was made in the first grade and

No 17 SCHOOL



No 27 SCHOOL



the method went along with the children as they passed from grade to grade so that the Fourth B grade in Whitney School was the lowest grade at the time of the test which had been taught reading entirely by the phonic method. The Third A grade and those below had been taught entirely by the comprehension method. While we still use phonics, we do not begin their use until the children have a fair vocabulary of sight words. Then phonics is a matter of analysis and not of synthesis as we formerly used it. On the other hand, every agency is brought to bear to give the children a knowledge of the meaning and use of the words employed, perhaps I should say, to be employed in their reading work. This work starts in the kindergarten. Since the reading material is largely the Story Hour which uses the Mother Goose rhymes as a basis, this is a simple matter. Kindergartens have always taught Mother Goose rhymes more or less. Miss Elsie Eberwein, the kindergarten director at Whitney School, who is a young woman of superior ability, has taken much interest in working with Miss Hamilton on this plan. In fact, in 1917 Miss Eberwein spent a half year organizing the assembly hall work for our first grades.

Now while we teach these rhymes in the kindergarten, they are woven in as an integral part of a story which makes plain to the children the meaning of the rhymes. Care is also taken that the children know the separate words, that is, that they shall not run two or three words together and get some unbeliev-

able hybrid. These stories are dramatized as we find it necessary to create experiences for the children which will teach them the meanings of the words they must use. These same rhymes are again used in stories in the first grades and are dramatized. In this way the children gain much in language ability and learn the vocabulary they must use in reading. While this description of our present method of teaching reading is very meager, it will suggest to the reader who has studied the problem something of our general line of procedure. It might be well to remark in passing that our language work, games and occupation work all tend toward this one end and aim, comprehension.

If the reader will look at plates III and IV, he will find that in grade 4 both schools are entirely alike but for a slight advantage in favor of Number Twenty-Seven School, except in the matter of oral reading in which Number Seventeen School was slightly better. Then if the reader will study the silent quality scores, he will see that Number Seventeen School has an increasing advantage as we pass from Third A to Second A grades. At the same time, he will notice that the rate has toned down to correspond to the quality score. Likewise he will notice that while Number Seventeen School has made this marked advance in silent reading, that the oral reading of these same grades has pulled up in a corresponding way. This is explained in part above. It is due to a change in reading method. The Third A grade is the one which started with the

Story Hour method and used it according to the manual. With the Third B grade, the method was modified somewhat to fit our situation and shows that this change was sound. The Second A grade had all day sessions in the first grade which represents an increased per capita cost. This gave us a chance to modify and amplify our method still further and to introduce our assembly hall plan in the first grade. The Gray tests show that this proved to be an advantage.

This comparison should not be taken by any one as a reflection on Number Twenty-Seven School. If the reader will look at the comparative chart in Mr. Zornow's article, he will find that Number Twenty-Seven School had an advantage over Number Seventeen School in grades 4, 5 and 6. This fact makes the story of the change in reading method at Number Seventeen School much more significant showing that the difference is not due to any other cause than a change of method.

For all time since reading has been taught there has been much discussion of methods of teaching reading. In the end no one could speak with authority. One person's opinion carried no more weight than another's except among his friends or when it had the advantage of being given a clever presentation. The Gray Tests have changed all that. It is possible to compare the results of various methods now and the person who still insists that it is a matter of opinion, has about as much right to be heard as the person who still insisted that the world was flat, had after Magellan had sailed around it.

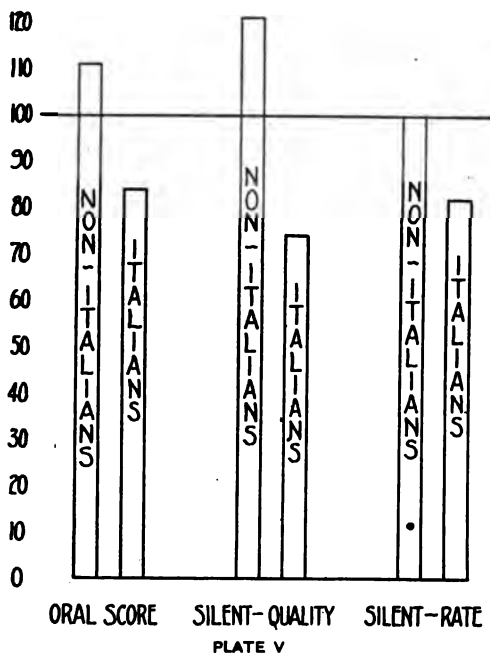
The same teachers who produced the result in the 4 B grade in Plate III, produced the results in 3A, 3B and 2A grades on the same plate. There is no possibility that the 4B grade teachers could have caused such a slump within a month after they had received these children. A difference in quality between the children in the 4B grade and the grades below was not evident to any of those who worked with them, so that the writer has no choice but to believe that the method, the only factor that had been changed, was responsible for the very marked difference in these results. These plates bear out the contention of

Dr. Judd in his recent monograph, "Reading: Its Nature and Development," when he states, "Put in broad terms, the argument is that whatever can be accomplished by improved methods is clear gain and the business of the schools is to assume, whether it is so or not, that method is at least ninety per cent. of the practical problem. Native endowment is, indeed, present but in some measure even native limitations can be corrected by improved methods."

Plate V shows the problem these schools are facing. This grade consisted of twenty-three Italian children and twelve other children from the same neighborhood. Further than that six of the twelve Non-Italians were of foreign parentage. These twelve children were considered very slow in the first grade. But a superior teacher with superior methods was able to bring these twelve to one hundred eleven per cent. of the Gray standard in oral reading, to one hundred twenty-one per cent. of the Gray standard quality score and to one hundred per cent. of the Gray standard for silent rate. In any American school, these twelve children would have belonged in the lower third of the class and yet here they show well above the Gray standards. The problem, then, that this teacher faced is shown by the columns representing the percentages attained by the average scores of the twenty-three Italian children. If when twelve slow Non-Italian children attained one hundred eleven per cent. of the standard in oral reading and the twenty-three Italian children can attain but an eighty-four per cent. average, or if in silent quality score, this same Non-Italian group could attain a one hundred twenty-one per cent. average while the same Italian group attained but a seventy-four per cent. average, or if you consider a one hundred per cent. rate as compared to an eighty-four per cent. rate, it is possible to comprehend in a slight degree how great a problem this teacher and every other teacher faces who has to teach reading to Italian children.

The greatest problem this teacher faced was in getting comprehension. This is evident from the fact that after stressing this phase of the work to the

point where this slow Non-Italian group attained a one hundred twenty-one per cent. average, ten per cent. above their oral score, that the Italian children attained but a seventy-four per cent. average, ten per cent. below their oral score.



We found this same difference of ability existed in other grades having both Italians and Non-Italians.

The article by Assistant Superintendent O'Hern discussed to some extent the problem the schools having Italian pupils face. No doubt, improved methods and smaller classes which mean a greater per capita cost, will do much to bring these children up to the present standards. However, the same amount of thought, energy and money expended in American schools would no doubt cause a marked rise in the standards which have been set.

But two courses lie open if this problem is to be handled in an intelligent manner. Either a much increased per capita cost must be allowed to schools which are largely Italian in order that classes may be smaller, activities more varied and supervision more intimate or a different standard of achievement must be set up for these schools. The first alternative fits in in every way with the

present organization of school systems while the latter would require adjustments at many points and would no doubt prove highly unsatisfactory to any community in which it was known to be in operation. Further than that, any scheme of education for normal children which contemplates failure in training the children to read with thought-getting power is doomed to failure because it loses sight of the most vital purpose of public education in any country in which all citizens have the right of franchise, the making of citizens who will be able to inform themselves so that they may use the franchise intelligently.

As soon as we discovered the extent to which we were failing to teach our pupils to get meaning from the printed page, we began at once to study our methods of teaching reading with a view of supplementing, revising and correcting them in order to overcome, if possible, the difficulty.

Miss Hamilton, working with two or three of our best primary teachers, began to devise methods for teaching silent reading. Use was made in general of well known material, but it was used with a new purpose. I can describe briefly only one method which was used in our First A grades. This method and several others were tried by us and by the teachers at No. 27 School. This method consisted of putting a lot of action sentences on cards. These cards were passed to all the children in the room and when called upon by the teacher, a child would rise and perform the act called for on his card and would then be seated and another child would be called up. Some of the cards the writer recalls were such as these, "Play you are the little tin soldier." "Bring me a book." "Run and jump." Then these were made more difficult by using questions such as, "What did Little Red Hen say?" The child when called upon, would rise and answer in a complete sentence, "The Little Red Hen said, etc." A large variety of cards are possible. In general, the material used refers directly to the material of previous reading lessons and the action is such as has been used in dramatizing the stories before they are read. The questions also refer

to the same material. It has the great virtue of simplicity and it might be remarked in passing that all the best writers agree that material for teaching silent reading must have that virtue.

In our intermediate grades, we are now giving more attention to silent reading. Miss Hamilton has been continued this year to test when it seemed profitable, but more especially to aid the teachers in devising and revising methods of teaching reading.

We hope as a result of this accurate knowledge of Whitney School as shown in Plate II to make a decided advance in this field. The Gray tests have given us a keener sense of the importance, and we might well say the necessity, of improving our methods of handling the whole reading problem.

It was found that the Gray Silent Reading Tests gave a more accurate knowledge of a pupil's general ability to do school work than had ever been attainable before. One or two situations in which we have found the silent reading test has helped in settling questions of organization and administration will be briefly described as typical of the possibilities in this direction.

In September, 1918, Whitney School had sixty pupils for the Seventh B grade. It was necessary to divide this group into two classes. Inasmuch as our seventh and eighth grade work is entirely departmentalized, these pupils would all have the same teachers every day. This made it a simple matter to divide them according to ability and to later check up the results.

Twenty-six of these pupils were from another school which has but six grades. These pupils were unknown to us. Our Sixth A grade had been tested with the "Grasshopper" test. The score sheet had been preserved. So it was decided to test the twenty-six new pupils with the same test. This was done and the sixty names were arranged in a list according to their score from highest to lowest. We were convinced that this arranged them in the order of their ability to learn history, geography, language and to solve problems in arithmetic. Further than that, we believed that the poorer group should be the smaller to give them the

advantage of more personal attention from their teachers. Accordingly we organized the thirty-three pupils whose names were at the top of the list as one class and the remaining pupils as another. From time to time reports were obtained from the teachers as to the accuracy of the grouping and as to the progress of the two classes. The teachers agreed that all the quicker, brighter pupils were in the larger group and that the slowest pupils were all in the smaller group, but naturally between the better pupils in the smaller group and the poorer pupils in the larger group there was but little difference. But as time went on, the upper quarter of the smaller group made so much improvement that at promotion time, it was suggested that they might be transferred to the other group. We were surprised when they asked that they might remain where they were as they had always been overawed and overshadowed by the brighter pupils in the other group. They said that they felt that they could make better progress where they were. Their request was granted and the two groups were carried on to Seventh A as originally grouped. We are all convinced that this is a highly satisfactory way to divide grades into groups. The smaller group has been able to keep along with the work in a fairly satisfactory manner and we have found no unfavorable reaction.

We find that a perfectly objective method of selecting pupils for their ability is very essential in school work. If this can be safely done by one short test which is only a matter of a few minutes under standard conditions, it is all the more desirable. For that reason this experiment has been described rather in detail in the hope that it may be a valuable suggestion to others having the same problem.

Along this same line we used the Gray Oral and Silent Reading Tests along with the Judd tests in the fundamental operations of arithmetic to grade all new pupils coming to us from other than public schools of Rochester. This method takes a little time but gives very satisfactory results. It saves experimenting with the child in two or three different classes to find the best place for him to

fit in. This saves the child much embarrassment and discouragement and saves the time of the teacher to whom the pupil might be assigned but for whose work he is not fitted. It also assures us on the start that he is not placed further down in the grades than is absolutely necessary. Were it simply a matter of finding comparative abilities, we could do it with the silent reading test alone, but for grading a pupil a more searching inquiry is necessary in order that we may know, besides his general we could do it with the silent reading

test, his advancement in the more technical lines of the work.

This article has come far short of a thorough discussion of many phases of this question. No doubt, that is one of its virtues. However, if it helps to call the attention of school men and women to the great possibilities these tests possess for checking up various methods of teaching reading and of testing the value of changes made in methods as well as for diagnosing individual difficulties, it will have accomplished its purpose.

STATE DEPARTMENT OF EDUCATION

Lloyd L. Cheney, Editor

MANY letters have been received at the Department making inquiry as to whether or not pupils would be released for farm service this spring. Apparently there is a surplus of labor available this year, and therefore the emergency that existed in 1917 and 1918 does not now exist. Consequently pupils will not be released from high school for farm service with credit this year.

A most interesting and helpful meeting of rural trustees was held in the Court House in Rochester on March 6th. Of the 191 school districts in the four supervisory districts in the county, 175 were represented. The questions of school health supervision and schoolhouse sanitation were presented by speakers from the State Department. The meeting lasted nearly three hours and was characterized by the cordiality and keen interest of the trustees and their desire to learn the wishes of the State Department and, so far as possible, to comply with them. Such meetings can but be helpful in their influence for better and more efficient co-operation.

TRAVELING LIBRARIES IN AMERICANIZATION WORK

In accomplishing the ideal which we have before us, that of making good Americans of our foreign-born people, one of the most effective agencies will be books; books for the teaching of Eng-

lish, citizenship, etc., and, of equal importance, books for establishing a connection between the American community and the foreign home.

While the children and the more vigorous of the older people are mastering the English language, the mother or the father in the home will welcome the sight of a book written in his own tongue.

The traveling library system of the Educational Extension Division at Albany makes it possible to do just this work. Carefully chosen books in Italian, Polish, German, Swedish, Spanish, French, Danish, Hungarian and Yiddish are in that collection and a few of these might be included in the traveling libraries of which so many schools are already taking advantage.

MATERIAL FOR DEBATES AND COMMENCEMENT ESSAYS

The New York State Library lends books, pamphlets and periodical articles for the use of debaters throughout the state. Material is lent for four weeks and may be renewed for two weeks unless it is needed by other debaters. The borrower pays return parcel post charges—no fee.

The material offered is intended to supplement what is in the public and school libraries of the state. Application for loans should be made through the librarian of a public library or the librarian or principal of a public school

registered with the University of the State of New York. Loans are not made on direct application of individual students. All material is sent to the library or principal from whom application is received. Address New York State Library, Albany, N. Y.

DEBATE QUESTIONS

Army and Navy increase

Resolved; That the army and navy of the United States should be enlarged over its pre-war footing as a means of adequate defense.

Capital punishment

Resolved; That capital punishment should be abolished in the United States.

Child labor

Resolved; That a uniform child labor and compulsory education law embodying the provisions of the unconstitutional federal act be adopted by the several states.

City manager plan

Resolved; That the city manager plan of municipal government should be adopted by American cities.

Compulsory arbitration

Resolved; That compulsory arbitration should be adopted for all labor controversies involving railroads and other public service companies.

Conservation

Resolved; That the power of the Federal Government should be paramount to that of the States in the conservation of forests, water power and minerals.

Daylight saving

Resolved; That the present daylight saving law enacted as a war measure should not be repealed.

Eight hour day

Resolved; That universal limitation of hours of labor to the eight hours should receive the sanction of law.

Government ownership of railroads

Resolved; That the United States should own and operate its interstate railways.

Government ownership of telegraph and telephone.

Resolved; That the government of the United States should own and con-

trol the telegraph and telephone systems.

Immigration

Resolved; That the United States should adopt a literacy test for all European immigration.

Resolved; That immigration into the United States should be suspended for a term of years.

Income tax

Resolved; That an income tax is a desirable part of a permanent system of federal and state taxation.

League of nations

Resolved; That after the war the United States should so far depart from her traditional policies as to participate in the organization of a league of powers to enforce peace.

Merchant marine

Resolved; That the United States should operate her government owned merchant marine.

Military training

Resolved; That a system of compulsory military training in schools and colleges should be adopted by the United States.

Resolved; That the United States should adopt a system of "Compulsory Military Service" similar to that of Switzerland.

Monroe doctrine

Resolved; That the Monroe Doctrine should be continued as a part of the permanent foreign policy of the United States.

Mothers' pensions

Resolved; That pensions or allowances should be paid from public funds to mothers of dependent children.

Municipal ownership

Resolved; That municipalities in the United States should own and operate plants for supplying light, water, and transportation.

Open versus closed shop

Resolved; That the "closed shop" should receive the support of public opinion.

Peace (world)

Resolved; That in the settlement of international disputes, law can and should be substituted for armed force.

Police (International)

Resolved; That a system of international police should be established to prevent future war.

Preparedness

Resolved; That our national policy should be further military and naval preparedness rather than limitation of armaments.

Price control

Resolved; That a permanent policy of direct price control, both of raw materials and finished products, should be adopted by the Federal Government, constitutionality conceded.

Prohibition

Resolved; That the national government and the States should unite in a uniform drastic enforcement law of the prohibition amendment.

Resolved; That the adoption of prohibition of liquor traffic as a national measure is a detriment to the country.

Trade unions

Resolved; That trade unions, as they now exist, are, on the whole, beneficial to society in the United States.

Resolved; That the policy of American Trade unions of non-political action is more effective than the political policy of European Trade unions.

Unemployment

Resolved; That the United States employment system should be maintained as the exclusive agency for labor placement.

Wages, Minimum

Resolved; That the several states should create minimum wage boards with power to establish schedules of minimum wages in workshops, department stores and factories, constitutionally conceded.

Additional topics for essays and debates for which material can be furnished:

Aeronautics, Automobiles, Bolshevism, Clemenceau, Foch—General, Food Control, Free Speech, Labor Problem, Mexico, Negroes in the War, Newspapers, Paderewski, Pan-Americanism, Panama Canal, Prison Reform, Reconstruction, Roosevelt, Ship Building, Wilson, Woman—Employment.

Topics suggestive for commencement essays:

Air Craft in Modern Warfare.

American Art.

Booker T. Washington and His Efforts for His Race.

Chivalry in the Middle Ages.

Effect of the Crusades in England.

Child Labor.

Drama To-day.

Famous Cathedrals of Europe.

Food Adulteration.

General Goethals and the Panama Canal.

Helen Keller, Optimist.

Historic Churches in America.

Home Rule in Ireland.

Ideas of the Greeks on Education.

Jane Addams.

Necessity of a Classical Education.

Negro Problem.

Our Problem in Mexico.

Pioneer Roads in America.

Preservation of Forests.

Results of Antarctic Exploration.

Results of Arctic Exploration.

(The) Rhine, its Scenery and Castles.

Shakespeare's Fools.

Spirit of Monticello, a Message from the Life of Thomas Jefferson.

Submarine in Modern Warfare.

Twentieth Century Poets of Interest.

Thomas Mott Osborne and Prison Reform.

Value of Vocational Education.

A West Point Cadet.

What is a Novel?

What is the Theater Doing for America?

Woman Suffrage.

This world that we're livin' in
Is mighty hard to beat;
There's a thorn for every rose—
But aren't the roses sweet?
Don't grumble, don't bluster,
Don't dream, and don't shirk,
Don't think of your worries,
But think of your work.

Making a success in life is beginning with one dollar and ending with two.

Believe you can. Confidence is everything in the efforts of a real man.

EDITORIAL**Judson S. Wright, President****MINIMUM WAGE FOR TEACHERS**

ONE of the gravest questions confronting New York State is the rapid decrease in the number of young people fitting themselves to become teachers. Last fall only 850 entered our training schools. When we realize that there are over 41,000 teachers employed in this State, we come to the disquieting proof that this is only two teachers qualifying for all the vacancies caused by deaths, marriages, and other reasons in each one hundred teachers at work.

There has been a notable shortage in regular teachers during this school year. More than 1,800 temporary licences have been issued. By comparison with 1916, this is nearly double. In that year the number of temporary licences was 968. These temporary licences represent an emergency permission to those who have not qualified for a regular licence to teach.

It used to be that the ranks of teachers were kept comfortably filled by the constant inflow of young people into the training schools, fitting themselves for this high profession. The reason why it is not true to-day is certainly not far to seek: It is a question of compensation. This is clearly pointed out by Bulletin No. 4 of the Bureau of Education, which says, "Salaries of teachers are so low that they offer neither incentive to professional preparation nor encouragement to long tenure. Moreover, the new and more lucrative opportunities which the war has made available to teachers have made serious inroads on the profession. It can not now be expected that qualified persons will continue to teach, or that capable ones will prepare for teaching, unless radical and sweeping changes are forthcoming in the salary scale."

Reciting the results of a nation-wide investigation, the National Bureau of Education states that at the opening of school last fall there were at least 50,000 teacher vacancies. The Bureau makes a further alarming estimate, that there were no less than 120,000 inexperienced,

untrained persons placed in teaching positions in order to keep the schools open.

This is no false alarm. A report issued by the National Education Association in July, 1918, presses this further upon our attention in the following striking paragraph:

"Apart from the prosecution of the war itself, there is no more urgent problem now before the American people than that created by the threatened collapse of the teaching profession. Collapse is an extreme word, but so is the emergency it describes. The drafting into other work of large numbers of the most capable teachers, the continual opening of new doors of opportunity to thousands of others, the utterly inadequate financial provision for the majority of the remainder—these are no longer matters for debate. They are facts. And they are facts ominous with disaster for the nation. If the American people cannot be made to see the situation and to supply an early and drastic remedy, we shall run the risk, even though we win the war, of losing much that makes the war worth winning."

If our children are to be educated, teachers must be had. This is a work in which efficiency cannot be secured by multiplying the number of pupils under each teacher. Experiments without number have demonstrated this fact. The situation confronted is a very serious one. Good authorities estimate that the new pupils entering school in September, 1921, will exceed by 80,500 those who come for entry in September, 1919. This means that with 40 pupils for a teacher, over 2,000 new teachers must be provided in the two years just ahead. Instead of an increase, the enrollment of young folks to take teachers' training shows a decrease of 613 in 1918-19, as compared with 1915-16. The need is increasing while the teachers to supply the need are steadily decreasing.

Let me quote from the editor of the Geneva "Times," February 21, 1919:

"When a station agent in a small town is paid double the salary of our most distinguished investigators and scholars, there is something radically wrong with our social system, and we are blind indeed if we do not act before it is too late and teaching becomes only the hack work of the unfit, the lazy, the misfits and uninspired, and the very life is sapped out of our educational system."

Something must be done radically and at once to bring about a renewal of desire to become teachers. It is obvious that the first and most reasonable step is to provide such compensation as will not call for too great a sacrifice on the part of those who espouse the teaching profession.

The limits of this article prevent citation of figures which show in a remarkable way how unfavorably the pay of teachers compared with that of the commonest kind of workers in other lines of effort.

It may be said, without exaggeration, that when the public education system of the Empire State and other commonwealths is rendered inefficient, the very life of the nation is in peril at its source, and free institutions are in danger.

It is the part of patriotism to rally to the Downing-Malone Bill offered to correct these unfair conditions which cripple the schools of the State. This bill by regulating teachers' salaries in the several cities of the State, will have a strong influence in bringing the needed volunteers to the service of public education.

BOOKS RECEIVED

IRVINE, THEODOREA URSULA. "How to Pronounce the Names in Shakespeare."

Cloth, lviii-387 pp. Price, \$1.25. Hinds, Hayden & Eldredge, Inc., New York.

CRAWFORD, J. P. WICKERSHAM. "A First Book in Spanish." Cloth, ix-399 pp. Price, \$1.20. The Macmillan Company, New York.

WATERS, HENRY J. and ELLIFF, JOSEPH D. "Agricultural Laboratory Exercises and Home Projects Adapted to Secondary Schools." Cloth, illustrations, charts, vi-218 pp. Price, 96c. Ginn & Company, Boston, New York. Chicago.

The Coolest Summer School EAST OF THE ROCKIES

The University of Vermont
BURLINGTON, ON LAKE CHAMPLAIN

A Special School for Teachers

JULY 7 TO AUGUST 15

Including courses in Rural, Elementary and Secondary Education, Spanish, French, Home Economics, Physical Training, Expression, Music and Fine Art.

For information regarding these and other courses address
J. F. MESSENGER, Director.

NEW BOOKS

THE GREGG PUBLISHING COMPANY, Educational Publishers

New York Boston Chicago San Francisco

AMERICAN IDEALS: Selected Patriotic Readings, by Emma Sert and William J. Polo, A. M. (Harvard). Dr. Eliot says: "Every child should somehow get a clear idea of what love of country implies in the patriot's soul and should lead to in the patriotic conduct." "American Ideals" contains a careful selection of patriotic readings adapted for use in seventh and eighth grades and junior high schools. The selections have been made with the idea in view of arousing the highest patriotic feeling, and to teach the student the duties of citizenship.

The *Baltimore Sun*, in writing of this book, says: "It ought to be used as a textbook in every school in America. *American Ideals* is a little mine of patriotism, and altogether admirable both for any school or any family." 160 pages, bound in cloth; 60 cents.

WALSH'S BUSINESS ARITHMETIC, by John H. Walsh, Associate Superintendent of Schools, New York City; author of *Walsh Arithmetic Series*. Mr. Walsh takes a bone-dry subject and transforms it from a desert into an oasis. He connects the important activities of the lives of boys and girls with the fundamentals of arithmetic in such a way as to compel interest, knowledge and technical skill.

"Walsh's Business Arithmetic" has been boldly conceived and worked out by a practical craftsman with a constructive imagination who understands child psychology. 504 pages, bound in cloth, beautifully illustrated, \$1.30.

BARTHOLOMEW'S BOOKKEEPING EXERCISES, by Wallace E. Bartholomew, Specialist in Commercial Education, the University of the State of New York. As commercial education specialist for the State of New York, Mr. Bartholomew has had an unusual opportunity to discover the needs of teachers of bookkeeping. He has brought together in his book a collection of constructive bookkeeping problems that will enable the teacher to obtain better results. They are the product of actual test in the classroom. Adapted to any textbook. In two parts—elementary and advanced. 96 pages each, bound in cloth, each part, 60 cents.

INTRODUCTION TO ECONOMICS, by Graham A. Laing, A. M., Instructor in Economics and History, University of California. Not a made-over college text, but actually written for pupils of secondary schools. Contains an up-to-date discussion of the Federal Reserve Act of 1913 and of the changes in economic organization due to the war. Deals extensively with the theories of value and exchange, and with the mechanism of trade. Treats commercial functions rather than technical treatment of theories. Ready May 1st

Send for complete list of new publications.

FRIEDEL, V. H. "The German School As a War Nursery." From the French "Pedagogie de Guerre Allemande." Cloth, 270 pp. Price, \$1.30. The Macmillan Company, New York.

GILES, FREDERIC MAYOR, and GILES, IMOGENE KEAN. "Vocational Civics." A Study of Occupations As a Background for the Consideration of a Life-Career. Cloth, illustrations, 262 pp. Price, \$1.30. The Macmillan Company, New York.

EAST — AND — **WEST**

Five superintendents from eastern New York who have visited our office during two weeks have offered contracts to our candidates recommended as follows:

Junior high school, \$1800; principal grammar school, \$1200 (woman); French, \$1250; French, \$1200; French, \$1000; Latin, \$1000.

Immediate positions in western New York have during the same time been filled as follows:

Principal high school, \$1400; assistant principal, \$1200; assistant, \$1000.

During March we have received for September **THREE HUNDRED APPLICATIONS FOR TEACHERS** at salaries ranging from \$600 to \$2000, for probably a third of which we shall be unable to recommend candidates. Teachers available at \$800 to \$2000 in any department from kindergarten to high school principal may profit by registration with us **NOW**.

Note that these are not notices of vacancies we happen to hear of. In every case we were asked either personally or by letter to *recommend* candidates. In case of the junior high school the man chosen did not know he was a candidate till the superintendent had visited him.

The School Bulletin Teachers Agency
C. W. BARDEEN, Manager, SYRACUSE, N. Y.

No More Outhouses

New York State has decreed it for the rural and village schools—
Morals and health applaud the decree.

No More Outhouses

Comfort and decency demand
their abolition.

No More Outhouses

Even those now toler-
ated are doomed.

Emphasize it as you choose—you can't over-emphasize it.

**The evils of the old detached outhouse
are fully and universally admitted**

How can a teacher maintain pre-mindedness in her pupils, if they are subjected daily to the abominable suggestions of vice originating in the outhouse and its customs?

Thousands of schools throughout America now have Kaustine Equipment installed inside the building, permanently banishing the disgusting outdoor toilet.

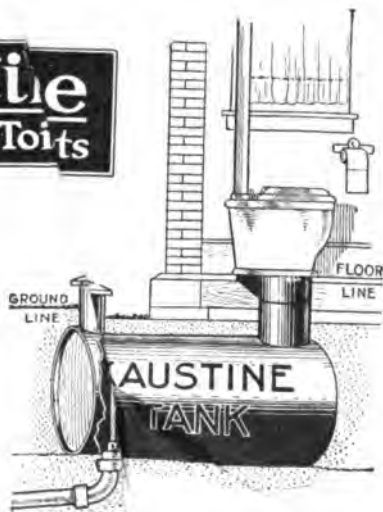
Information concerning
this equipment will be free-
ly and promptly sent upon
receipt of your request.



KAUSTINE COMPANY, Inc.
BUFFALO, N. Y.

AGENCIES EVERYWHERE

3.—Outhouses at rural homes—
they very desirable? Thousands of
them have been replaced by Kaustine
toilets.



Before Purchasing SCHOOL FURNITURE

Do not fail to send for our catalog and prices of

Movable Chair Desks

Tablet Arm Chairs

Combination Desks

Auditorium Chairs

Teachers' Desks

Portable Folding Chairs

"EMPIRE" furniture means QUALITY

EMPIRE SEATING COMPANY, Inc.

430 East Main Street, Rochester, N. Y.

THE SPIRIT OF FRANCE

The Spirit of France, like other things, may best be understood by learning how it came to be what it is. First year high school pupils may now get the inspiration which comes from the reading of French history in French through the use of

Lavisse: Histoire de France, cours élémentaire

This edition makes available for beginners in French interesting and instructive matter presented in simple and idiomatic language by the renowned French historian, Ernest Lavisse. There is a brief *resume* and a *questionnaire* at the close of each chapter. The book is attractive typographically and contains the many illustrations with which the French edition is embellished. The vocabulary has been carefully compiled and is complete.

D. C. HEATH AND COMPANY

231-245 WEST 39TH STREET

NEW YORK

The Journal

of the New York State
Teachers' Association



Published Monthly at Rochester by
The New York State Teachers' Association

May, 1919

The Journal

of the New York State Teachers' Association

Entered as second-class matter at the Post Office, Rochester, N. Y., February 17, 1914. Acceptance for mailing at special rate of postage provided for in section 1103, Act of October 3, 1917, authorized September 12, 1918.

Published monthly by the New York State Teachers' Association on the 15th day of January, February, March, April, May, June, October and November, at 5 South Water Street, Rochester, N. Y.; A. G. BROOKS, Publisher.

EDITORIAL COMMITTEE: GEORGE M. FORBES, University of Rochester; GEORGE P. BRISTOL, Cornell University, Ithaca; RICHARD A. SEARING, North Tonawanda.

CHANGE OF ADDRESS. Members of the Association and subscribers should notify the Secretary, Richard A. Searing, North Tonawanda, promptly of any change of address.

COMMUNICATIONS should be addressed to the Secretary, Richard A. Searing, North Tonawanda.

SUBSCRIPTION PRICE for the JOURNAL to all who are not members of the New York State Teachers' Association is \$1.50 per year, eight issues. Postage is prepaid.

ADVERTISING. Application for advertising space and rates should be made to the Publisher, A. G. Brooks, 5 South Water Street, Rochester.

NEW YORK STATE TEACHERS' ASSOCIATION

Officers, Nineteen Hundred Nineteen

President—JUDSON S. WRIGHT, Falconer.

Vice-President—H. D. DE GROAT, Cortland.

Secretary—RICHARD A. SEARING, North Tonawanda.

Treasurer—W. H. BENEDICT, Elmira.

Executive Committee: Terms expire in 1919—DR. A. C. THOMPSON, Brockport; HOWARD G. BURDGE, Wellsville. Terms expire in 1920—MRS. ROSE MINNICK, Glens Falls; C. EDWARD JONES, Albany. Terms expire in 1921—DR. H. S. WEET, Rochester; W. E. PIERCE, East Aurora.

Ex-Officio Members—President JUDSON S. WRIGHT, Secretary RICHARD A. SEARING, Treasurer W. H. BENEDICT.

Committee on Legislation—Chairman, John A. DE CAMP, Utica; DANIEL J. KELLY, Binghamton; DR. A. R. BRUBACHER, Albany; DR. C. EDWARD JONES, Albany; MRS. ROSE MINNICK, Glens Falls.

Committee on Teachers' Welfare—Chairman, DR. THOMAS D. WOOD, Columbia University, New York City; DR. CLINTON MCCORD, Albany; HENRY D. HERVEY, Auburn; MISS SOPHIE BECKER, Buffalo; MISS MABEL SIMPSON, Rochester; MRS. DOROTHY CONNOLLY, Jamestown; SUPT. L. W. SWAIN, Westfield; DR. A. R. BRUBACHER, Albany; EDWARD F. BROWN, New York City.

Special Committee on Teachers' Pensions—DR. A. R. BRUBACHER, Chairman, Albany; SUPT. RAY P. SNYDER, New York Mills; MISS ADA M. BAKER, North Tonawanda.

SECTION CHAIRMEN—1919

Classical Section—Pres., GEORGE D. KELLOGG, Union College, Schenectady; *Commercial*—Pres., G. M. YORK, State College for Teachers, Albany; *Elocution*—Pres., H. M. TILROE, Syracuse University; *English*—Pres., A. B. SIAS, West High School, Rochester; *Evening Schools and Americanisation (Evening School and Immigrant Education Sections combined)*—Pres., W. C. SMITH, State Education Dept., Albany; *Fine, Industrial and Household Arts*—HARRY W. JACOBS, Buffalo; (a) *Fine Arts*—Vice-Pres., EUNICE PERRINE, State College for Teachers, Albany; (b) *Household Arts*, Vice-Pres., MARION VAN LIEW, State College for Teachers, Albany; (c) *Industrial Arts*—Vice-Pres., ALFRED BINGHAM, 192 Waverly St., Buffalo; STEWART F. BALL, Buffalo; *History Association*—Pres., EDWARD P. SMITH, High School, North Tonawanda; *The New York State School Hygiene and Physical Education Association, meeting as a section of the New York State Teachers' Association*—Pres., LAWRENCE S. HILL, 815 Myrtle Ave., Albany; *Kindergarten*—Pres., LUELLA A. PALMER, 510 V 123rd St., New York City; *Library Section*—Pres., ALLEN ABBOTT, Columbia University, New York City; *Mathematics*—Pres., E. E. ARNOLD, State Education Dept., Albany; *Modern Language Association*—Pres., DR. JONAS NEW YORK CITY; *Music*—Pres., MISS EMMA J. DEVENDORF, Gloversville; *Normal and Training School*—Pres., GRANVILLE B. JEFFERS, President, Training School, Schenectady; *Penmanship*—Pres., ALICE E. BENBOW, Schenectady; *Primary*—Pres., LUTHER N. STELLER, Canandaigua; *Rural School*—Pres., SUPT. M. B. FURMAN, East Rochester, 2nd Dist., Monroe Co.; *Sec. of New York State Council of Elementary School Principals and Teachers*—Pres., NATHANIE WEST, School No. 6, Rochester; *Science Section*—Pres., B. O. BURGIN, Albany High School; *Administration*—Pres., CHARLES S. WILLIAMS, Hudson; *Subnormal and Backward Children*—LEILA MARTIN, Dept. of Education, Rochester; *N. Y. State Science Teachers' Association*—Pres., A. CARPENTER, West High School, Rochester; Sec.-Treas., E. E. FORD, West High School, Rochester.



One of the Basic Principles

FOLLOWED IN

Potter, Jeschke, and Gillet's



ORAL AND WRITTEN ENGLISH

Book I, for years 4, 5, 6

Book II, for years 7 and 8

is to show the pupil the purpose of every task so that he will see for himself that he needs and wants what this course aims to give him.

The ample provision for oral work in this series means increase of interest, accelerated progress toward good writing, improvement in the correctness and effectiveness of pupils' speech.

Oral and Written English

is perfectly adapted to New York schools. Now used with success in

New York
Schenectady
Lockport
New Rochelle

Mamaroneck
Hempstead
Whitehall
Ticonderoga
Deposit

Goshen
Rockville Center
Saugerties
Watkins

and a great number of other places.

GINN AND COMPANY : PUBLISHERS
70 FIFTH AVENUE, NEW YORK

SYRACUSE UNIVERSITY SUMMER SESSION

July 7th—August 15th

GRADUATE, COLLEGE, and ELEMENTARY COURSES

Physical Education in all branches to meet requirements of New York State Syllabus.

Methods of Teaching Secondary School Subjects as practiced in the most modern schools: Oral English, English, Mathematics, Science, etc. Teaching staff includes heads of departments from larger high and normal schools as well as members of regular faculty.

Spanish, Conversational French, History, Public Health Nursing, etc., to meet present demands.

Pedagogy: Courses to meet requirements of the State Teachers' Examinations for college graduates.

Fine Arts Courses, Painting, Drawing, Design, Vocal Music, Instrumental Music, Methods.

TUITION, \$25.00

BOARD AND ROOM, FROM \$7.50 A WEEK UP

For further information, write to
M. ELLWOOD SMITH, Director

CORNELL UNIVERSITY

The Twenty-Eighth Summer
Session and Summer Term in
Arts and Sciences

July 5-August 15

offer to teachers and to students enlarged opportunities for study in substantially all college subjects. Provision also for graduate work. Complete University facilities: libraries, laboratories, shops, farms. Beautiful surroundings at head of Cayuga Lake.

Full Announcement on request to Secretary of Summer Session, Ithaca, N.Y.

THE ALDINE SPELLER



IN offering this new Speller for the consideration of those who are concerned with the teaching of this important subject, the publishers desire to call attention to the following distinguishing features:

1. Carefully prepared instructions to the teacher.
2. Phonetic lists on which words in common use are based.
3. A systematic and comprehensive presentation of the words and spelling facts that every pupil must learn.
4. A progressively expanding vocabulary fitted to the pupil's present and future needs.
5. A large number of dictation exercises based on the words found in the spelling lesson.
6. Special stress laid on the most difficult words.
7. Oft-repeated drills on the real trouble-makers.
8. Omission of words seldom used in speaking and writing.

FOUR-BOOK EDITION

THE ALDINE SPELLER, Part I, Grades 1 and 2.
THE ALDINE SPELLER, Part II, Grades 3 and 4.

THE ALDINE SPELLER, Part III, Grades 5 and 6.
THE ALDINE SPELLER, Part IV, Grades 7 and 8.

TWO-BOOK EDITION

THE ALDINE SPELLER, Grades 1-4.

THE ALDINE SPELLER, Grades 5-8.

NEWSON & COMPANY, 73 Fifth Avenue, NEW YORK. 623 S. Wabash Avenue, CHICAGO.



THE MOULTHROP

—Movable and Adjustable—

Chair Desk

TYPES X and Y. SIX SIZES

A Complete and Efficient
Unit for Classroom Seating

School Furniture
Teachers' Desks
Auditorium
and Hall Seating



Blackboards
Drawing Stands
Domestic Science
Tables
Manual Training
Benches

American Steel School Furniture

All Styles and Types
Stationary and
Adjustable Desks

Artistic—Hygienic—Sanitary



Write Us for Circulars

RANDOLPH McNUTT COMPANY

45-47 East Swan Street, BUFFALO, N. Y.

48 De Graaf Building, ALBANY, N. Y.

CLINCH THE PRINCIPLES

BY USING

BARTHOLOMEW'S Bookkeeping Exercises

By WALLACE E. BARTHOLOMEW, Specialist in
Commercial Education, the University of
the State of New York.



No matter what system of bookkeeping you use, how much or how varied the material you need, these exercises can be used to practical advantage. The books contain exercises on all topics regarded as essentially fundamental in the teaching of bookkeeping, all within the range of the high school pupil's ability. Exercises are grouped under topic-heads, arranged in the order in which the subjects are usually taught. Especially well adapted to drill and review. The accepted terminology of accounting applied throughout. In two parts, elementary and advanced. 105 and 118 pages, respectively, bound in cloth, each part 60c.

SEND TO OUR NEAREST OFFICE FOR SAMPLE COPIES

THE GREGG PUBLISHING COMPANY

New York Boston Chicago San Francisco

The College of the City of New York

offers a special clinical course to
train teachers in the

Correction of Speech Defects

June 30 - August 1

Conducted by Dr. Frederick Martin

Director of Speech Improvement, Board of Education,
New York City, President of the National Round
Table for Speech Improvement.

This unique course is offered to meet the present nation-wide demand for teachers of speech improvement and specialists to correct speech defects.

For particulars address

Secretary, Department of Speech Improvement,
157 East 67th St., New York City.

Bausch and Lomb

Optical Products



FS Microscope

—including Microscopes, Projection Apparatus (Balopticons), Photographic and Ophthalmic Lenses, Range Finders, Gun-sights, Searchlight Reflectors, Binoculars, Magnifiers, Readers and other high-grade optical products—are again in the market, backed by the prestige which attaches to successful war service in any significant capacity.

Our release from this service has been gradual. We are now prepared to take care of our normal patrons in most lines, however, and with our increased facilities, hope to give their orders prompt and more satisfactory attention than ever before.



Combined Balopticon

Write for catalogs
and further
information

Bausch & Lomb Optical Co.

NEW YORK
CHICAGO

WASHINGTON
ROCHESTER, N. Y.

SAN FRANCISCO
LONDON

Write for catalogs
and further
information

A NEW SCIENCE TEXT

The Science of Everyday Life

Edgar F. VanBuskirk, A.M.,
Director of General Science,
DeWitt Clinton High School,
New York City.

By
and

Edith Lillian Smith, A.B.,
Instructor, Boston Normal
School, Special Teacher of
General Science, Model School.

Illustrated. \$1.40. Postpaid.

This textbook is planned for grades VIII or IX, or Junior High Schools. The *project method of teaching* is emphasized throughout the book, with the resulting opportunity for meeting individual interests, aptitudes, and needs of pupils. The problems are thoroughly workable, all having been tested in class. No elaborate equipment is needed for the presentation of the course. The authors' very attractive method of approach to all the problems will arouse and hold the interest of both boys and girls. The teaching equipment is unusually adequate.

HOUGHTON MIFFLIN COMPANY

BOSTON

NEW YORK

CHICAGO

**SUPERINTENDENTS, PRINCIPALS,
TEACHERS AND SUPERVISORS**

Do You Read the Advertisements?

**If not, you Are Missing
GOLDEN OPPORTUNITIES**

The Advertisers who use the
JOURNAL do so BECAUSE they
know that most, if not all of
our readers, are directly interested
in the purchase of School Books,
Material and Supplies.

**Benefit Yourself by Benefitting
the Advertiser**

Mention the Journal

N. Y. STATE TEACHERS' ASSOCIATION

The Coolest Summer School EAST OF THE ROCKIES

**The University of Vermont
BURLINGTON, ON LAKE CHAMPLAIN**

A Special School for Teachers

JULY 7 TO AUGUST 15

Including courses in Rural, Elementary and Secondary
Education, Spanish, French, Home Economics, Physical
Training, Expression, Music and Fine Art.

For information regarding these and other courses
address **J. F. MESSENGER, Director.**

BOOKS in small or
large lots can be
secured to the best
advantage from

THE BAKER & TAYLOR CO.

Wholesale Dealers in the Books of All Publishers
354 Fourth Ave. NEW YORK At Twenty-Sixth St.

T

TEACHERS' AGENCY DIRECTORY

The following is a reliable list of Teachers' Agencies to whom superintendents of schools and school board members may apply at any time for the filling of any position.

KELLOGG'S AGENCY, 31 UNION SQUARE, NEW YORK

HAS BEEN ESTABLISHED 25 YEARS.

This agency makes a constant search for high grade teachers and recommends with care. Only superior teachers are accepted. Teachers are supplied all the year round. If you need a good teacher or know where one is wanted, send particulars. **THE ACTIVE, GENEROUS WORK OF THIS AGENCY HAS SATISFIED THOUSANDS OF TEACHERS.**

Interstate Teachers' Agency

501-503 Livingston Building,
ROCHESTER, N. Y.

The manager of this agency has had twenty years' experience as teacher and superintendent of schools, and ten years' successful experience as manager of a rapidly growing agency. He personally selects and recommends candidates with care. The success of this agency is vouched for by many of our best superintendents, college presidents and normal school principals. Send for circular.

T. H. ARMSTRONG, Proprietor

HARLAN P. FRENCH, President

WILLARD W. ANDREWS, Secretary

ALBANY TEACHERS' AGENCY, Incorporated

Supplies Schools of All Grades with Competent Teachers. Assists Teachers in Obtaining Positions

We receive calls for wide-awake and progressive teachers from every State in the Union, and we want more such teachers upon our Men. **NOW IS THE TIME TO REGISTER** SEND FOR BULLETIN 81 Chapel Street, Albany, N. Y.

Albert TEACHERS' AGENCY

34TH YEAR

NEW YORK 487 Fifth Avenue
DENVER Symes Building
SPOKANE Peyton Building
ADDRESS ANY OFFICE

25 E. Jackson Blvd., Chicago

Our booklet "Teaching as a Business" with timely chapters on Peace Salaries, Prospects, Critical Letters of Application, etc., sent **FREE**

SPECIALISTS'
EDUCATIONAL BUREAU

TEACHERS, GET A BETTER POSITION. Try the "Bureau for Specialists." Registers College Graduates exclusively (vocational teachers excepted). No grade school positions. Fills the better places only. Covers all States. ASK FOR DETAILS.

1504 S. GRAND AVE., ST. LOUIS, MO.

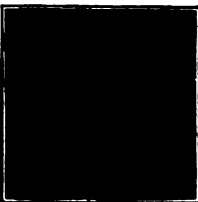


Thurston Teachers' Agency

Short Contract. Guaranteed Service. Write for our Free Booklet How to Apply. 26th Year
E. R. NICHOLS, Mgr. 221 S. Mich. Ave. CHICAGO, ILL.

CLARK TEACHERS AGENCY

YOU JOIN PERMANENTLY FOR ONE FEE—ALL 7 OFFICES



B. F. CLARK
Founder—29th Year

Spokane, Wash.
Cham. of Com. Bldg.
Paul S. Filer

New York
Flatiron Bldg.
E. L. Gregg

Kansas City, Mo.
N. Y. Life Bldg.
Dr. J. H. Hill

Baltimore
Munsey Bldg.
H. E. Smith

St. Paul, Minn.
Exchg. Bank Bldg.
Dr. T. Morey Hodgman

Chattanooga, Tenn.
Temple Court Bldg.
E. E. Black

CHICAGO, Steinway Hall

B. F. Clark Mel. H. D. Bargelt C. E. Lutton (Music)

"SHORT UNDERSTANDABLE CONTRACT"

THE NEW HISTORY

You are interested in putting into the hands of your grammar-grade pupils new textbooks in American history that reflect the new point of view given us by the Great War and its attendant problems. The best opinion everywhere indicates that there is but one such text-book—Beard and Bagley's *History of the American People*. Read for instance this review from the leading magazine for teachers of history.

A TEXT-BOOK CONNECTED WITH EVERYDAY LIFE

"It is especially in the treatment of social and economic topics that this book shows a very commendable advance upon earlier ideals. Here we find a chapter, instead of a few isolated paragraphs, upon the growth of the West and life on the frontier. Here is an excellent account of the industrial revolution and the changes that it wrought, corresponding to which there is little in the other texts. Here, too, is an adequate treatment of such topics as slavery, immigration, and labor problems. The growth of our school systems, the spread of equal suffrage, and the meaning of the newer 'progressive' ideas in our political life are stated with comparative fullness in the Beard and Bagley, while they are entirely slighted or only briefly summarized in other texts. Is there any doubt that this is the direction in which we should move rapidly in the near future? The adequate treatment of these topics brings to the child mind much concrete material connected directly with the everyday life about him and fitting him distinctly to judge the problems of his time." (From a review in *The Historical Outlook*, February, 1919.)

SUCCESS IN THE CLASSROOM

And in the hundreds of schools that have been using it this year, this book has been found successful even beyond expectation. Teachers tell us it has held the pupils' interest and developed enthusiasm in the study of history. Will you deny your pupils the same privilege?

THE MACMILLAN COMPANY, 64-66 Fifth Avenue, NEW YORK



A Great Aid in Teaching Phonetics

BRADLEY'S PHONETIC DESK CARD

This device is designed for review work in phonetics, and should be placed before pupils after they have mastered the simple phonograms and consonants. The phonograms are printed on the card for the sake of convenience in handling and the consonants are cut in small squares to fit a blank space to the left of each phonogram. The pupil takes the consonant and places it in the blank space before a phonogram, which, together with the consonant, completes the word.

The teacher can determine at a glance the individual child's knowledge of phonetics by noting the results of his efforts to make complete words on his card.

The card offers several hundred possible combinations and covers the simple phonetic words taught during the first stages of the development of reading. Put up in durable box.

PRICE, PER BOX, \$0.20; MAILING WEIGHT, 7 OZ.

MILTON BRADLEY COMPANY, SPRINGFIELD, MASS.

Duration of Peace Determined by Character of Citizens

American Community Civics

By A. G. Fradenburgh, A.M., Ph.D. Price \$1.25.

This work is the latest and most complete text book in Community Civics. It meets all the requirements as a Community Civics and in addition covers all requirements of State Departments of Education in civic government.

The author has made a thoroughly up to date book which includes the *relation of the World War to American institutions* and to *international relations*. The *very latest matters* of interest in civic affairs such as the city manager plan of city government and *Americanisation* are adequately treated.

The author's long experience as a teacher of civics and his proven ability as a writer of text books in civics are both evident to one who examines this work. It is not only well and accurately written, but it is pedagogically sound.

The book is *thoroughly American*. The author teaches Americanism because he believes in it. No student can read the book without being proud of his citizenship in this great republic.

A Short Course in American Civics

By the same author, price 80 cents.

A revised edition of American Civics. Thoroughly up to date. Suitable for use in the upper grades of grammar schools and in Junior High Schools. A very attractive work.

Secure efficiency by thorough drill—use Price's Progressive Series Regents Question and Answer Books. Nivers Geographies and Children's Method Readers where used are appreciated and acknowledged the best.

We have other excellent texts. Write us, stating your needs.

HINDS, HAYDEN & ELDREDGE, Inc.

JOHN C. ROCKWELL

11 Union Square, NEW YORK CITY

Just Published

VERGIL'S AENEID

By H. E. BURTON, Ph.D., Dartmouth College

A Vergil which is different because it is in line with those forces which, as a result of the war, are now governing educational reconstruction, because it is free from outworn theories, because it combines scholarship with insight into the needs and limitations of the immature mind.

Unusual Features

A vocabulary reduced to its simplest terms, containing only those meanings which apply to the text.

Illustrations and maps of unusual beauty and interest.

A sight reading section including extracts from other Latin poems.

Notes which are pointed, live, abounding in interest, and free from superfluous scholarship.

SEND FOR DESCRIPTIVE CIRCULAR

SILVER, BURDETT & COMPANY

BOSTON

NEW YORK

CHICAGO

SAN FRANCISCO

The Journal

of the New York State Teachers' Association

VOLUME 6

MAY 15, 1919

NUMBER 4

CONTENTS

	PAGE
THE NEW SYLLABUS IN LATIN . . . <i>S. Dwight Arms</i>	121
THE INFLUENCE OF THE INDIANS UPON THE HISTORY OF NEW YORK STATE <i>Dr. Sherman Williams</i> . .	127
THE IMPORTANCE OF THE HIGH SCHOOL LIBRARY <i>James Sullivan</i>	131
AN OUTLINE IN READING	138
SUPERVISED STUDY IN ORAL ENGLISH <i>A. Laura McGregor</i> . .	147
THE NEW AND IMPORTANT POSITION OF THE PART TIME CONTINUATION SCHOOL <i>P. P. Colgrove</i>	150
RURAL SCHOOL PROBLEMS IN NEW YORK STATE <i>R. M. Stewart</i>	153
STATE DEPARTMENT OF EDUCATION . <i>Hiram C. Case</i>	156
BOOK REVIEWS	157
BOOKS RECEIVED	157

Published by the New York State Teachers' Association
Rochester, N. Y.

PEARSON & SUZZALLO'S ESSENTIALS OF SPELLING

By Henry Carr Pearson, Principal, Horace Mann School, Teachers College, Columbia University, and Henry Suzzallo, President of University of Washington, Sometime Professor of Philosophy of Education, Teachers College, Columbia University. 208 pages.

PUBLISHED COMPLETE AND IN TWO PARTS.

THE vocabulary in this new speller embodies the results of recent scientific studies in the highly important subject of spelling. It is based on an examination of thousands of children's compositions. All of the 1000 words of the Ayres Measuring Scale are given here.

This book presents a *smaller number* of words and *more drill* than most books, for investigation has shown that the spelling vocabulary of the average adult is surprisingly limited. Special lessons give efficient and economical instruction in the spelling of a large number of words in addition to the 3000.

In the dictation exercises the more difficult words (including the so-called *one hundred demons*) are reviewed more frequently than the easier words.

The distinguishing characteristics of this speller are:

1. The small number of words taught.
2. The careful selection of words.
3. The careful grading and organization of the book.
4. The large amount of dictation sentences and selections to give review in the spelling of the words taught.
5. The definite directions for teachers in which are set forth the methods carefully developed by the authors.

AMERICAN BOOK COMPANY
NEW YORK CINCINNATI CHICAGO BOSTON ATLANTA

Digitized by Google

The Journal

of the New York State Teachers' Association

MAY, 1919

THE NEW SYLLABUS IN LATIN

S. Dwight Arms, Specialist in Ancient Languages, Department of
Education, Albany

CHANGING conditions in the educational world make necessary the revision of a syllabus from time to time. In some subjects revision is needed less frequently than in others, but any syllabus however good will in time outlive its usefulness. New impressions, new points of view, changed angles of attack, progress in scholarship, shifts in community interests and community needs, practical psychology finding expression in progressive pedagogy, each plays its part in consigning a syllabus now and again to the educational scrap-heap. To say that the State of New York has outgrown the Latin syllabus of 1910 is stating a proposition to which progressive teachers of Latin give general assent. For several years past the advocates of the classics have been on the defensive, and while it is true that much of the criticism and many of the attacks on Latin have been the outgrowth of narrowness of vision or of distorted ways of thinking, they have none the less exerted an unfortunate influence on the minds of parents and their children. A false idea of education, wrong notions as to its purpose and aims, vigorously exploited, not infrequently throw the educational craft out of its proper chartings. We have witnessed such an issue of events a number of times in the past generation. The point needs no arguing for its mere statement will serve to recall to the minds of many the radical theories regarding suitable matter and method for our schools that have from time to time passed beyond the limits of cult or fad or self-exploitation, and have wrought harm far beyond their right to command public attention or popular support. In

the pursuit of the new, we are perhaps too much prone to undervalue or to discard things that have been tried and that have proved their worth. Novelty has potent appeal, and the community responds, oftentimes buoyantly, to the latest ism or pronouncement set forth by some self-styled progressive pedagogue. Yet, in the long run, the amateur, the faddist and the educational iconoclast finds himself rewarded by—oblivion.

All this by way of excursion. Those who would banish Latin from the schools, and those others who would relegate it to an obscure place in the curriculum have had their say and to quite an extent have had their day. The superb defense of classical study that found its inspiration in the attacks of its enemies has been sufficient compensation for all the trouble caused by such adversity. We have had our convictions strengthened and our wits sharpened by the controversy. Resultant of the prolonged discussion it does not appear that the cause of classical studies has suffered serious loss. Moreover, we have learned much from our critics. Among other things we understand now as never before that Latin in our schools does not exist by any divine right and that, like every other candidate for preferment, it must stand or fall on the basis of its inherent value in the list of studies. We have had pointed out to us with peculiar emphasis its puny proportions, measured by results, and its narrow possibilities growing out of traditional methods. True it is that no better case can be made out for French, for Spanish, nor for that matter, for English. These, too, without extended investigation, may be shown to have been tried in the balance and to

have been found wanting. About all these subjects, however, the critics of the school curriculum have maintained a discreet silence. Let that pass. But let us say frankly that in recent years we have lost step somewhat with progressive educational movements. Complacent in the consciousness of having a good thing, we have not sufficiently studied the ways whereby we may have a better thing. Traditional procedure has been all too common among us, and if our classical tree has often been barren of fruitage, we need blame none but ourselves. We must bestir ourselves now and take our place in the militant procession.

A syllabus, new or old, has its limitations in an educational scheme. It is neither a panacea nor a finality in determining what the results of teaching are to be. It may point the way, but it cannot supply spirit nor insure momentum in classroom activities. The teacher must do that. In so far as a syllabus fails to make clear right points of departure and correct and distinct goals of endeavor, it falls short of fulfilling its mission. On the one hand, a syllabus may be too brief, too general in its terms, deficient in suggestiveness, lacking in inspiring guidance; on the other hand, it may be too expansive, too exhaustive, too teachery. A committee charged with responsibility for making a syllabus may err in one direction or in the other. No syllabus committee would claim infallibility for its report. The committee that framed the Latin syllabus of which I am to speak certainly have no such claims to present. But, speaking for the committee, I wish to say that the new syllabus represents a conscientious and painstaking effort to present in outline a scheme of procedure adapted to current educational needs. The extent to which the committee has succeeded in this effort must be left to public discussion and to common judgment.

A few words as to the theory on which the committee proceeded will not be out of place. The starting point must be found in the statement of a few facts of common observation in Latin classrooms:

1. Observed lack of clean-cut knowledge of word meanings.

2. Observed deficiency of knowledge of the common inflections that are essential to understanding in dealing with the Latin sentence.

3. Inability to state clearly or to illustrate briefly in correct Latin sentences the common principles of syntax.

4. Lack of insight in interpreting the force of Latin elements observed in English words derived from the Latin.

5. Helplessness of pupils in getting Latin through the ear—quite general and almost exclusive appeal to the eye in classroom instruction.

6. Mechanical and often incorrect interpretation in English of the thought found in the Latin of the day's assignment.

To suggest correctives for these defects was the main task to which the committee addressed itself. And so, first of all, we framed a syllabus in Latin for the first two years. This syllabus is now in operation in the schools. Its main characteristic features focus attention on the mastery of minimum essentials. It is held to be a fundamental proposition that a coherent two-year syllabus is more effective in theory and in operation than one in which the work of the first year and of the second year is outlined in unrelated units. This fact is accentuated in a syllabus on which examinations are based. Experience in this state has proved conclusively that a distinct first year syllabus gets inadequate attention from teachers when an examination is set almost exclusively on the basis of work done in the second year. Quite generally a full first year's work is not accomplished in that year, with the result that the class is below standard when it comes up to the second year. This deficiency is seldom made good by the end of the second year. With a syllabus definitely outlined by half years, showing exact goals of endeavor, there is less excuse for permitting a class to fall behind during any stage of instruction.

Complete mastery of a minimum vocabulary is held to be of prime importance in the first two years of Latin study. A thousand words does not appear an excessive allotment for these years. In choosing the list of such words there will naturally be differences of opinion. No

two committees, no two teachers of Latin could be found in exact accord in the selection of such a list. In the case of the present syllabus, however, differences of opinion among teachers have not gone beyond the limit of 100 words, and practically all critics of the syllabus would be well satisfied with the substitution of 40 or 50 words for a corresponding 40 or 50 in the syllabus list. This difference is of no consequence. It has its origin in a misconception of the real purpose of such a list. Primarily the purpose of presenting a vocabulary is not to demand the mastery of every word so much as it is to indicate to teachers and to pupils the importance of acquiring and retaining a good vocabulary as the pupil goes along. The exact sequence in which words are acquired is unimportant. Similarly, it should be said that the exact list of words, provided it is a good list, is not of great consequence. If any teacher who is working with the new syllabus prefers 50 or 100 words—or even 200 words—not found in the list to a corresponding number therein presented, he may substitute such words without embarrassment. The speed test that is made a part of the examination is not for the purpose of finding out how many Latin words the pupil can write in ten minutes so much as it is for the purpose of establishing in the mind of the teacher and in the usages of the class the vocabulary habit and momentum in getting command of word meanings. Experience is proving that a speed test in anticipation at the end of the second year operates as an effective instrument of appeal in stimulating effort in acquiring vocabulary. It has also been found that as a rule pupils who attain the highest standings in such a test are those who write the words most rapidly. That is only another way of saying that mastery means facility.

The remarks just made apply with equal force to methods regarded as effective in acquiring mastery of the common inflections. Here, too, oral and written time-limited tests are found of great value as evidences of ready command, or lack of it, on the part of pupils. As in the case of vocabulary, exact sequence in acquiring inflections is of less

consequence than the real mastery of such inflections in the progress of instruction. However, this word of caution is pertinent. Equivalents substituted from time to time for minimum specifications should be full equivalents, not partial nor make-believe, for each half year. The goal of accomplishment for that half year should be reached beyond doubt or question. In the mastery of fundamental forms it was the unanimous opinion of the committee that 90% efficiency should be adopted by teachers as a minimum standard.

It seemed desirable to the committee to outline definitely a minimum list of principles of syntax and to hold pupils responsible for their mastery and for ability to illustrate them in correct Latin sentences. While the list presented is distinctly limited, it will be found to contain practically all constructions of frequent occurrence in the student's early reading. Again, the order in which these principles are acquired is of less consequence than their mastery and their applications. The list is minimum—so far so that no class that is well taught will not exceed it in each half year's work. Moreover, the choice of such principles, when it comes to details, is of minor importance. The substance, not the letter of the specification is the main thing. That substance consists in getting command and understanding of the common fundamental principals of syntax. The question as to just what those principles are may be left largely to text books and to teachers.

There is no feature of instruction in Latin that is now receiving more careful attention on the part of progressive teachers than the one which emphasizes the relation of Latin to English. Devices, methods, materials differ, but in the hands of a skillful teacher Latin is proving a wonderful instrument in broadening insight and in strengthening the pupil's command of his mother tongue. In this connection attention is particularly directed to an article entitled "Latin as a Utility," by Mr. Albert S. Perkins of the Dorchester High School, Boston, read before the New York City Latin Club last December and published in a recent number of the *Education*.

al Review. The preparation of derivation note books by pupils is there earnestly advocated. Definiteness and system in such work are highly desirable. In undertaking such work, I fear that many teachers have been slow to respond to the appeal of the syllabus. May I bespeak a larger attention not only to the routine features of the study of derivation as presented in the syllabus but to a thoughtful study of method and technique in its presentation.

The syllabus emphasizes the value of oral features of instruction, features that are very common in the pedagogical practice of the modern language classroom, but are frequently disregarded in the Latin classroom. Appeal to the ear, brief oral questions asked by the teacher and answered by the pupils in Latin, translating short sentences at hearing, practice in oral sentences, Latin-into-English and English-into-Latin with books closed, frequent exercises in reading Latin aloud, and other varied devices whereby application is made of the knowledge acquired in the daily lessons and whereby the ear and the voice as well as the eye are trained in interpreting Latin—all these are suggested by the syllabus in terms so specific that only the heedless can fail to catch their significance. Such procedures will not only develop interest, but will give momentum and will insure a much larger accomplishment within the limits of the recitation period.

Naturally there has been some difference of opinion regarding the selections for reading for the second year. The committee desired to present a course graded so far as practicable, in degree of difficulty, comprising literature of real worth and of a character to arouse and to retain the interest of students. In the choice of such selections the limitations arising from materials available and from present scholastic demands operated as a handicap. The committee makes no pretense of having reached a finality in the selection of such materials, but I venture to say that in point both of the choice and the sequence of these selections the unbiased mind will find in comparison with usages of the past a marked degree of improvement. In the

amount of reading called for in the second year there is a nominal cut of about 20% in comparison with the amount heretofore expected. In compensation for this reduction the minimum amount of reading outlined is made prescriptive. It should be remarked also that more reading of easy connected Latin than heretofore is expected during the first year. A few teachers would like to see the amount of reading required in the second year still further reduced, but I am of the opinion that when we try it out fully we shall find that the allotment as it stands is not excessive.

The third year syllabus was prepared by a sub-committee of three designated from the general committee of seven. Mr. E. E. Bogart of the Morris High School, New York City, was chairman and his associates were Mr. Alvah T. Otis, now of the White Plains High School and Prin. Merritt of the Gloversville High School. At a meeting of the general committee held in Albany a year ago last November, the syllabus prepared by the sub-committee was discussed and agreed upon. In its general theory this syllabus follows the outline of the syllabus for the first two years. Accordingly its story may be briefly told. In view of the fact that the presentation of a vocabulary had met with general favor, it was determined to present corresponding vocabularies for the third and fourth years. It will be observed that if a pupil has acquired a good working vocabulary consisting of about 1,000 words in connection with his first two years of study, he will need a little over 500 additional words in connection with his study of Cicero. In view of the greater maturity of pupils and on the assumption that the vocabulary habit is well established during the first two years, it did not seem desirable to the committee to recommend procedures in acquiring vocabularies in third year work nor to submit tests thereon as a feature of the examination. The method of attack is therefore left entirely to the initiative of teachers, but it is thought that persistency and system in such work will prove a time saver to pupils and in the end will give assurance of far greater effectiveness as the year advances. The same remark applies to

the work indicated in the review of forms and in grammatical constructions. The features marking more exactly than heretofore the boundaries of what is expected in collateral studies relating to government, biography and literary features will doubtless meet with general approval. The same may be said of the differences in method of attack suggested in connection with the work in derivation. The amount of reading required is cut from six orations to five, on four of which, as heretofore, the intensive examination will be set. Certification of the reading of a fifth oration or its equivalent in amount will be required but the school is offered a wide range of choice in making the selection. In this connection it may be remarked that there was some difference of opinion in the committee regarding the degree of emphasis which should be placed on sight reading. It is well understood by those who are best informed that the results in so-called sight reading are distinctly disappointing. The amount of reading done in this way in many schools appears very limited and it seems very doubtful whether on the whole pupils acquire as much power in reading Latin during a three or four year secondary course in cases where considerable time is given to such work from day to day, as they do by a policy persistently pursued of adequate assignments and correspondingly incisive reading. The method appears to call for a degree of skill for its successful out-working that is possessed by only a few teachers. At any rate, many of those who have had the best opportunity to observe sight work and its results at close range avow that it is inaccurate, sloppy, partaking of snap-shot methods, seldom quite hitting the bull's eye and often missing the target altogether. They say that by it thought is lost, meaning distorted and shiftless habits encouraged. Any meaning of a word, any guess that comes within a mile of expressing the thought of the sentence, comes to be regarded by the pupil as near enough "for all practical purposes." "What's the use," he reasons, "of exactness and fidelity in translation? If I show that I can extort some meaning from a sentence, isn't that enough? What if my

translation does depart somewhat from the real meaning of the lines? I'm getting power all along in reading Latin and that's the main thing I'm after." A particularly apt illustration of characteristic sight translations is found in an article published in the September (1918) number of the *Educational Review* by Professor Moore of Columbia University. Various translations of two or three rather easy sentences from one of Cicero's Orations, as made by students, are therein presented. It would be laughable if it were not tragic to note the way the students have missed the mark, missed word meanings, missed the force of modes, missed the thought of the passage altogether. Lest it be thought that I am entering into an *ex parte* and ungracious discussion of this point, I hasten to say that while my observations and impressions, obtained by visitation of many classes in Latin, reinforced by extended acquaintance covering a period of several years with the results of sight work as evidenced by Regents examination papers, are adverse to any considerable emphasis on this procedure in the average secondary classroom, I am open minded after all, and am willing to be shown. Let me say frankly that the third year syllabus, as it stands in the draft before us, is essentially prescriptive. The same remark applies to the fourth year syllabus of which I shall speak presently. The committee agreed to submit the draft of each syllabus in this form and let the people have it out in the criticisms that they might send in and in the discussions in gatherings like this. We shall modify its specifications in case the criticisms and discussions reveal a considerable adverse public opinion among the Latin people.

Dr. Elmer of Cornell University was chairman of the sub-committee that prepared the syllabus for the fourth year. Associated with him were Principal Parker of the Elmira Free Academy and Principal Merritt of the Gloversville High School. The work of this committee is worthy of admiration. The vocabulary presented is particularly commendable both in the choice of words and in the discriminating meanings. The fact is emphasized that pupils who have

acquired the vocabulary laid down for the first three years may get, if they will, a mastery of nearly all essential additional words needed in reading any selection from the Aeneid in connection with their study of the first two books. Other features, such as the presentation of syntactical constructions peculiar to Virgil, the limitation put on collateral matters—figures, mythology, geography, biography and the like—and the exhibit in the syllabus of a minimum selection of verses for memorizing, will in their definiteness and well marked boundaries bring relief to many teachers. To those who have been accustomed to read some selections from the Eclogues or from Ovid in their fourth year classes the exact prescription indicated may prove disappointing. The reason for such an allotment of work is clearly stated in the syllabus. Of this feature it should be remarked that modifications will be made in response to a clear demand on the part of teachers. Unless a consensus of opinion appears adverse to the prescription as indicated, the requirement will stand as printed in the tentative outline.

The committee charged with responsibility for the preparation of the syllabus are hopeful that their labors may prove helpful in stimulative interest in classical studies and in more satisfactory and permanent results to students. There are some people who think that the study of Latin, due to the influence of the war, will in post-bellum days rapidly decline. I am not among that number. I cannot persuade myself that humanistic studies will be less appreciated or less zealously pursued after the war. The men who have had most largely to do with shaping policies and in pushing the war to its final successful consummation for the Allies, are in a very large majority people of liberal education. To suggest to them that effectiveness in industry, in business and in professional life will be better served by yard-stick methods of training, by short cuts and by the pursuit of education expressed in terms of the material and the commercial, would be to ignore one of the best lessons of the war. The men at the front in France and in Alsace-Lorraine who are leading our armies and who are

directing the fire of our batteries, in large numbers are graduates of the best American colleges whose courses were not set down in terms of war mathematics, war chemistry and the French of the shop and the café. When they return, they will see to it that the high schools and colleges again come into their own and that no narrow definition of education shall find acceptance in shaping our educational future.

But let us set our classical house in order. Let us speed up our activities in the Latin classroom. Let us frame our procedures in a way to enhance the possibilities of classical learning. Let us find ways of doing things which shall be more meaningful in their humanistic and social aspects. Let us seek out processes whereby there shall be more numerous points of contact in our work with everyday life. Interest and larger results in the pursuit of Latin may then take the place of argument for its retention. This end will crown the means, and the classics will have a large and enduring place in the esteem of the people and in the curricula of our schools and colleges.

TWELVE THINGS TO REMEMBER

The value of time.
 The success of perseverance.
 The pleasure of working.
 The dignity of simplicity.
 The worth of character.
 The power of kindness.
 The influence of example.
 The obligation of duty.
 The wisdom of economy.
 The virtue of patience.
 The improvement of talent.
 The saving grace of hard work.

The man with pluck who has the sense to see,
 Can make of himself what he wants to be.
 If he will off with his coat and pitch right in,
 For the man with pluck can't help but win.

THE INFLUENCE OF THE INDIANS UPON THE HISTORY OF NEW YORK STATE

Dr. Sherman Williams, Department of Education, Albany

THE influence of the Indians upon our history is extremely interesting. The general disposition to sneer at "Cooper's Indians" and the "Noble Red Man" is based upon a most pronounced failure to understand the race. That individually considered, many of them are what the detractors of the race claim them to be, cannot be denied, but the inferences commonly drawn from these facts are not warranted. The Indians as a race were not inherently inferior, mentally, physically or morally.

We need to remember that the white race had existed for some thousands of years under conditions favorable for its development, while the Indians had no such favoring conditions; but inherently they were not an inferior people. This is shown by the marked ability of many Indian chiefs such as Powhatan, Massasoit, King Philip, Canonicus, Uncas, Garangula, Pontiac, Tamemend, Logan, Tecumseh, Red Jacket, Cornplanter and Brant, to say nothing of those of a later date.

These men of marked ability have been too numerous to be accounted for on the theory that they were exceptionally capable and did not at all indicate the general character of the race; on the contrary they furnish proof of the natural ability of the Indians; and the marked ability of Parker who served with distinction under General Grant, and Dr. Eastman, a full blooded Sioux, who has distinguished himself as a writer and otherwise, show in a very marked way the inherent ability and the possibilities of the race.

That many of the Indians should have succumbed to various vices that the white men brought to them is not a matter of surprise. They were largely of necessity an unsophisticated people when the whites came to this country, at least in respect to matters wholly outside their previous experiences.

That they and the white men should largely misunderstand each other, wholly so in some matters, was the most natural

thing imaginable. Take for illustration their ideas and ours as to property rights, hospitality, and general mutual relations; it was as natural that they and the white men should misunderstand each other as it was that unscrupulous white men should take advantage of the unsophisticated Indians.

Consider somewhat the troubles that grew out of differing ideas of ownership of land, and land controversies. In a few instances the white men bought the land directly from the Indians, as in the case of Peter Minuit and William Penn, in other cases purchases were made quite indirectly, and in still others the land was simply taken without any compensation on the theory that Indians could not own land.

But in the cases in which the white men acted in perfect good faith the Indians did not have the same idea of land ownership that the white men had. A permanent and absolute individual ownership of land was something that the Indians could not comprehend, as they had had no experiences that would enable them to understand this. A tribal ownership was understandable, but even that was not the same idea that we have. That any person or set of persons should have such an absolute ownership of a tract of land as would permit them to exclude any one or every one from hunting, trapping, fishing on, or even passing over the land in question was an idea that the experiences of the Indians had not fitted them to grasp.

These differing ideas of ownership were the cause of many difficulties between the races.

When this country was discovered the whole eastern portion, covering the country from the Atlantic ocean to the Mississippi river, and from the Carolinas on the south to north of the St. Lawrence river and the Great Lakes, was occupied, and long had been, by a great Indian Confederacy of more than a hundred tribes, very loosely held together by kinship as well as common ideas and

ties. These people were, and are now known as the Algonquins.

It should be said, however, that some time before the coming of Champlain another Indian group had entered this territory and occupied a small portion of it. This was an important fact that had a powerful influence upon the history of the country, and of our state.

Almost nothing is known of the early history of this new claimant for power and territory in the eastern part of the country. All their traditions say that they came from the far West. It is at least possible that they originated on or near the Puget Sound. When they began their eastern movement is not known. It may have been as early as the tenth century. That the eastern movement covered a long period of time is pretty certain. While they lived on the Puget Sound, if they ever did live there, which seems at least quite possible, they must have been largely of necessity, or if not of necessity at least as a matter of ease and convenience, a fish eating people.

If they originated on the Pacific coast it is pretty certain that their first eastward step was into the Rocky Mountain section where of necessity they would become hunters and trappers to a greater extent than they formerly had been. It is quite possible that they were kin of the present Sioux Indians, or an offshoot of that powerful tribe; if so, this would to some extent account for their ferocity in war.

It is reasonable to believe that in their eastern movement they spent a long period of time in the Mississippi valley and while there acquired their rude agriculture and also greatly increased in numbers. Even in their later and well known history they had a fondness for the Ohio and Mississippi valleys that would at least suggest some kind of association with those valleys in the past.

We have come to know this people as the Iroquois. It does not seem to be clear to all just who the Iroquois were. Some think that all the Canadian Indians were Algonquins, but the Hurons were of Iroquois stock, though they acted with the Algonquins; also some southern nations, including the Cherokees and Tus-

caroras, were of Iroquois blood. We get our mistaken notions on this point from the fact that the Iroquois people attempted to form an Iroquois League which was joined only by the Mohawks, Oneidas, Onondagas, Cayugas and Senecas after which they were known as the Five Nations; later, after they were joined by the Tuscaroras, as the Six Nations. All the other tribes of Iroquois stock, including the Hurons, Tobacco Nation, Neutrals, Eries, and others refused to join the League, which led the Five Nations to wage a war of extermination against them, and a successful one.

The effect of the Indians upon the history of our state and country was determined chiefly by the attitude of the Iroquois and Algonquins toward each other and toward the French and English. Had these two Indian confederacies both favored either the French or the English the nation favored by them would without doubt have been successful in dominating all North America.

The various factors that entered into this contest, the currents and cross currents, are extremely interesting. The French under Champlain came to this country incidentally because of the fur trade, but primarily to establish a great New France, and they were sustained and powerfully helped by the French priests of the Catholic church, a band of wonderfully capable self-sacrificing men. The French recognized the Indians, their rights and ideals to a much greater extent than did the English. Many of the French took Indian wives and the half breeds resulting from these marriages were often very capable, and always thoroughly loyal men, and a source of great strength to the French. On the other hand the English very generally treated the Indians as inferiors, and when there were inter-marriages the whites who were parties to these relations rarely hesitated to abandon their wives and children on the slightest pretext, or with none at all if their interests or desires led them to so act. This tended to weaken the English cause, and but for the fatal mistake of Champlain at Ticonderoga, and other French invasions of Iroquois territory which incensed the Iroquois beyond expression, the French

would in all probability have won over the Iroquois and this country would have been French in laws, customs and manner of life, if not under French rule, as is the case with Quebec to-day.

At the time of the coming of Champlain the Iroquois had already become a power to be dreaded. While they occupied only a small territory as compared with that of the Algonquins, in fact some one has described their territory as being an Iroquois island in an Algonquin sea, yet they were winning their way, growing in power, gaining in territory, and inspiring their Algonquin and other enemies with fear, which was rapidly becoming terror.

It is a little singular that all the early settlers in this country should at the outset have come in contact solely with the Algonquins. Powhatan and the other Indians with whom Smith came in contact were Algonquins; Penn made his treaty with Algonquins. Minuit bought Manhattan Island of Algonquins; Massasoit and the other Indians with whom the Pilgrims came in contact were Algonquins, and it was with Algonquins that Champlain spent his first winter at Quebec. It is small wonder, therefore, that Champlain felt that if he was to succeed he must ally himself with the Algonquins. He joined with them on an expedition against their Iroquois enemies. Doubtless he did this in part to cement still more strongly the relations between the French and the Algonquins, but the dream of a north-west passage to the great Pacific ocean had not yet wholly died out from the minds of men. The Indians told Champlain of a great sea to the south, and a still greater one to the west. Champlain doubtless hoped the smaller one to be a strait leading to the greater one (which was really Lake Ontario) the great Pacific ocean, so this was an added inducement for him to join with the Algonquins.

You know the story of the expedition, how the Algonquins and Hurons, for both tribes took part in the expedition, were confident of success because they knew what the fire arms of Champlain and his associates would do, and that the Mohawks were equally confident because

they greatly outnumbered their enemies, and even if they had not done so they were confident of their ability to defeat their Algonquin and Huron foes even when outnumbered by them many times. In fact they had often done this. Champlain's musket won the victory. The Iroquois thought him immortal, though they afterward learned the truth. If Champlain's shot did not, like that of the embattled farmers at Concord, ring round the world, it at least did not cease to reverberate on this continent for more than a century.

It was on the 29th of July, 1609, that Champlain defeated the Mohawks at Ticonderoga, and by so doing made them the undying enemies of the French, as they already were of the Hurons and Algonquins. It was on the 4th of September of the same year that Henry Hudson sailed into New York Bay and passed up the river to where Albany is now located. The Dutch soon made settlements along the Hudson and at Schenectady on the Mohawk. The distance between the French outposts and the Dutch was not great, and it was certain that a clash would soon come. The Dutch were in the country of the Mohawks which extended as far east as Albany, and a little distance down the river. The Indians had learned that their defeat by Champlain was due to fire arms, and they wanted powder and guns. The Dutch desired the furs which the Mohawks had in abundance and the exchange was soon made and in due time the Indians had become skilled marksmen.

It was the bitterness of the Mohawks toward the French that led to the pleasant relations between them and the Dutch and later toward the English. The Iroquois were compelled to take this attitude because of the attitude of the French, Hurons, Algonquins and their other Indian allies. This alignment had a far reaching effect upon the history of our state.

The intense animosity of the Iroquois toward the French and Algonquins had its origin in their shameful defeat at Ticonderoga in 1609, and was made more bitter by Champlain's invasion of the Onondaga country in 1615; and Cour-

celle and Tracy's invasion of the Mohawk country in 1666, while the Senecas were roused to frenzy by Denonville's invasion of their country in 1687. These invasions were followed by retaliatory action by the Iroquois, the most noted being the invasion of Canada in 1689 by 1,500 Iroquois who roamed over the country at will for two months, burning, destroying and murdering on every hand, and nearly destroying the colony.

These were the main movements but there were many cross currents and minor affairs. The influence of the French priests who were found in nearly every Indian village was very marked. The influence of the many halfbreeds was a source of great strength to the French, some of these men, notably Montour, being very helpful to the French and a source of danger to the English. Forts were established at Oswego, Niagara and elsewhere. There were the various French and Indian wars. Sir William Johnson's attempt to capture Ticonderoga, Montcalm's movement that led to the capture of Fort William Henry and the massacre of hundreds of the English by Montcalm's Indians who represented more than thirty nations, some coming as far as west of the Mississippi, the disastrous defeat of Abercrombia, the slow success of Amherst, and the final capture of Quebec by Wolfe and the death of both leaders of the opposing armies brought the long war to a close with the success of the English, but the end was not yet.

During all the long struggle Sir William Johnson had been a tower of strength to the English cause, partly because of his great ability, partly because of his skill in dealing with the Indians, and partly because of his relations with Molly Brant, the sister of the noted Mohawk chief, Joseph Brant. He kept closely in touch with all movements of the Indians, but was surprised by the Conspiracy of Pontiac which came near having abiding evil results.

With the formation of the League the Iroquois grew rapidly in power. They attacked their foes ferociously, especially those Iroquois who would not join the league. They first attacked and almost exterminated their long time foes the

Adirondacks; then the Hurons felt their vengeance and this nation of 20,000 souls ceased to exist as a separate body. The Neutrals with 12,000 people met the same fate. The Eries, Tobacco Nation and Andastes were overthrown in turn. By 1675 the Five Nations had reached the culmination of their power and were supreme, knowing no savage foe of whom they stood in dread.

In 1687 their power was questioned by Denonville through his invasion of the Seneca country, but two years later the Iroquois gave the return blow that was almost fatal to the French as already stated.

The Five Nations had rendered powerful aid in driving the French from America, and had humbled their savage foes, but the end was not yet, so far as they were concerned.

When the revolution came the Six Nations were a power to be courted. That they should have been disposed to support Great Britain was entirely natural. They had always supported the English against the French. The quarrel between Great Britain and the colonists was a matter that they could not very well understand. Sir William Johnson, his sons and followers, were loyal to Great Britain. Sir William was the best known and most loved white man with whom the Iroquois were acquainted.

The laws of the Confederacy prevented any action except by unanimous consent, so because of the refusal of the Oneidas and a few Tuscaroras no part in the Revolution was taken by the Confederacy as an organization, but nearly all the Indians naturally allied themselves with the English. This was not only a source of weakness to us during the Revolutionary struggle, but also, especially on the frontier of New York, subjected us to all the horrors of savage warfare. Still in the long run we profited by the attitude of the savages, thus showing in a marked manner how far we sometimes go astray in our short-sighted judgments.

We used every possible argument and persuasion to win the Six Nations over to our cause, but happily failed. Had we succeeded and secured the Six Nations as our allies, at the close of the Revolu-

tionary struggle we would have been obliged to live up to the Fort Stanwix treaty of 1768, made with the Iroquois by Sir William Johnson as Indian superintendent of all North America, which gave the Six Nations all the country west of the present city of Rome and north of the Ohio river.

Having taken sides against us and lost, this vast territory was open to us for settlement. Otherwise this would not have been possible.

As has been shown, the attitude of the Iroquois first made this country English rather than French, and later their alliance with Great Britain during the Revolution gave us the rich country of western New York. Without the possession of this the settlement of Ohio would not have been possible for a long time.

The defeat of the Iroquois by General Sullivan made western New York known to the soldiers with him, and at the close of the Revolution many of these men went to western New York and settled

in a country more fertile than any they had ever known. Many others went into Ohio. This led to the building of the Erie canal. This in turn made New York the metropolis of the country, and central New York the route to and from the West. This in turn led to the great development of what was then the middle West. It made the North prosperous, rich and populous beyond what had ever been dreamed. It made the northern section of our country so rich, so populous, so prosperous, so great a manufacturing and mercantile country that when the epochal struggle over slavery came the development of the North, due primarily to the action of the Iroquois, gave it power sufficient to banish forever not only from this country, but from the world, the great burden and greater wrong of human slavery.

These matters so briefly and so crudely presented show very conclusively the outcome of the attitude of the Indians at various times on the history of our state and country.

THE IMPORTANCE OF THE HIGH SCHOOL LIBRARY

James Sullivan, Ph. D., State Historian and Director of the Division of Archives and History of the University of the State of New York

IF our young people of high school age are to be good citizens they must know the history and the government of the country in which they live. Effective work in teaching these subjects cannot be done by means of the text book alone, but must be supplemented by additional reading matter and by illustrative material in the form of pictures, maps and lantern slides. The high school library is the best medium for getting these books and illustrations before the students.

Every community should therefore do its utmost to provide its children with the best collection of books and the best facilities for using them. It is for the purpose of guiding school boards, superintendents, principals and teachers along the lines of how to accomplish these purposes that this pamphlet has been prepared.

In the year 1838 the State of New York appropriated money for the pur-

pose of giving assistance to schools in the purchase of books for school libraries. It was the first state in the Union to do this and of the 749 public high schools and academic departments in New York in 1916 only three were reported as having no libraries and the students from these were taken care of in the local academies.

Of these libraries the largest numbered 25,756 volumes and the smallest 13. The total of volumes in all of them reached the huge total of 913,115. Classified in groups 202 had less than 500 volumes; 295, 501-1,000; 153, 1001-2,000; 45, 2,001-3,000; 50, 3,001-and above.

In 1890, by way of contrast, there were less than 2,500 public high schools in the whole country housing a library while to-day there are somewhere in the vicinity of 15,000. Accurate figures for the home and day use of the books are not

available, but reports such as we have indicate an enormous circulation.

In a quarter of a century, therefore, the high school library has come to occupy a place unknown to men and women who were students in the secondary schools previous to 1890. Many of our school officials, never having known by actual experience in their own high school days the usefulness of well equipped and well directed libraries in high school buildings, are seemingly incapable of appreciating their value and show little knowledge of or sympathy with them. It behooves each one of such officials to spend considerable time in any good high school library, and narrow minded indeed will he be if he does not come out a strong protagonist of this great movement.

Next to having a collection of books the most important thing is to have them well chosen. Primarily the books in a high school library should be chosen with reference to the course of study. It is this choice which makes this kind of library distinguishable from the ordinary public library and gives each institution a distinct and separate function. A good high school library is, if it is properly chosen, not suitable for public use. It is the work shop of the high school student and his tools are not those of the casual lay reader. The same distinction as exists between a college and a public library also exists between a high school and the latter. The attempts made in some communities to combine the high school and the public library and to have them run by the same librarian have fortunately not met with favor in New York state. The New York idea has been, and we hope it will continue to be, to make a distinction between the functions of the two institutions. They work in harmony, supplement each other, but each has its own duty to perform, and does it best alone and not tied up by the necessary limitations of the other.

Teachers, principals and supervising officials should keep the above facts in mind and the choice of books should always be prefaced with this query: "Is this book primarily useful for the student in the pursuit of his work in the high school?" Books useful for the teachers

may also be chosen, as may also those good for students in their general reading, but such volumes should not be purchased until the primary needs of the students have been taken care of. These needs it must also be remembered are only completely taken care of by frequently providing duplicates. When teachers of history and English send many students to the library to look up references they must not be repeatedly discouraged by finding the book they are in search of always in use.

Next to the selection and collection of books comes the great question of making them easily accessible. No matter how fine a collection of books a high school may have, if they are stowed away in the principal's office or in a class room, are poorly arranged and badly catalogued, so that access to them is made difficult and forbidding, the usefulness of the library is diminished.

Any principal or teacher who has tried to administer a library from the office or a class room realizes only too soon that the machinery becomes an obstacle to effective reference work. Other duties crowd so thick and fast that the library work is neglected. The teacher should at all times be in a position to refer students to reading matter in the library and be relieved of the machinery of giving out, taking in and keeping account of books. Moreover, at the very time that the pupil may have a free period in which to consult books, the class room in which the class room library is placed may be in use for a recitation.

It is for such a reason that the providing of a school with a well selected lot of books does not end the duties of the school authorities. They must see that the other factors are taken care of.

The housing of a high school library has now been made the subject of a special study and no building should be put up which does not provide for one.¹ Just as we no longer try to teach physics without a laboratory, or carpentering without a shop, so we should not try to teach high school pupils without a library

¹See Library Journal, Vol. 40, No. 9, Sept. 1915. The Wilson Bulletin, Vol. 1, No. 7, June 1916.

—the most important laboratory of all.

If a trained high school librarian is not in the employ of the school authorities before the library is planned, one should be called in to give advice and assistance. Reliance should not be placed exclusively on the architect. The high school librarian will enable him to avoid a great many mistakes.

Library planning will of course vary with the conditions in which the building is being erected. A library room should be placed at a central point in the school building and in close proximity to the study hall, so that the latter may be used for overflow purposes, and also for the visual instruction, debating and public speaking, which are closely dependent upon the library for material. A library room in a suburban high school, with plenty of light and air, can be very different from one in a school placed in a congested city block.

In general there are three types: 1. The first (Plan 1) calls for surrounding the entire room with bookshelves. This makes the books easily accessible to the students and distributes the crowd over the room. The arrangement of the catalogue case and the librarian's desk makes the administration and disciplinary control easy. The disadvantage of this plan is that it restricts shelf room. If additional shelves are needed, however, they may be radiated from the sides in such a fashion as to enable the librarian at all times to have a complete view of all shelves—a very essential thing if discipline is to be maintained and books preserved from damage. Types of this kind of school library are to be seen in the High School at Montclair, New Jersey, Morris High School, New York City, and the Albany High School.

2. A second type (Plans 2 and 3) places the bookshelves at one or both ends of the room, in one or two stories or tiers, the reading tables and chairs, and the administration desk in the balance of the space. This type is usually necessary where the space allotted to the library is small. It makes possible a great deal of desk room. The disadvantages of it are that it causes congestion of pupils at the shelves. Even though they have freedom of access to the books, the

number of pupils that can get at them is necessarily limited and there is therefore not that tendency to browse that is possible in the first type of plan. Examples of this type may be found in the Boys' High School, Girls' High School, Erasmus Hall High School, all in Brooklyn, Washington Irving High School in New York City, High School at Flushing, Long Island, and the M. Street High School in Washington, D. C.

3. The third type (Plan 4) is that in which the bookshelves are in a stack room and separated from the reading room.

This type, though patterned after large public libraries, meets with least favor from experienced high school librarians. If students are given access freely to the shelves, it enables them to get beyond the disciplinary control of the librarian. If not given such access one of the great advantages to be derived from a high school library is lost. The librarian must also spend the larger part of the time in going to the stack to get books, or a page must be employed for the purpose.

Its advantage is that it makes possible a very large shelf area in a small space. Examples of this type are to be found in the Hutchinson Central High School and in the South Park High School, both in Buffalo. With reference to these libraries however it must be stated that both can place at the disposal of the readers in the reading room nearly 5,000 volumes, so that they are in reality ideally equipped.

No matter which type is chosen those having the construction of the library in hand should provide for expansion. A good rule is to provide for at least fifty per cent. more shelf room than there are books at present to fill and a hundred per cent. will not be a mistake.

Into the details of library equipment it is not necessary to go. Closed bookcases with glass doors are usually considered a nuisance. Metal shelving is now manufactured in such simple and artistic form and colors that it is much to be preferred over wood, and it has the great advantage of being fireproof. School authorities should be on their guard against giving the librarians too meager an equipment and the latter should be

careful not to load up a high school library with all of the furniture, which, though useful in a regular library, is out of place and unnecessary in a school.

A good librarian can run a fairly good library with poor accommodations, but a fine library room can be nearly useless in the hands of one who knows little or nothing of library work. The moral of this is that school authorities should always aim first to get somebody for the library who has been well trained for the work. If they cannot afford that, then they should get some one who has had a little training. Lacking that they should get a teacher, preferably one who teaches English or history, who has a strong sympathy for library work. It should not be put upon the shoulders of such a teacher as a penalty or burden, but a sufficient allowance should be made in relief from other duties and a programme made so that where classroom work ends and library work begins is clearly defined.

The possibilities of different kinds of librarians are mentioned because it is realized that in some high schools there will be nowhere near sufficient work to warrant the employment of a special librarian. At the same time the employer, in hiring a person to do part library work, should consciously take pains to get somebody who meets some kind of requirements for library work. Otherwise it will be so poorly done as to be almost useless—how much so the school officer can only realize by visiting a school where it is well done.

Some school authorities, even in our most enlightened communities, have an idea that all that a librarian does is to sit behind a desk and pass books across. In one New England city some worthy citizens pushed the candidacy for librarianship of a person whose only qualification was the headship of a book department in a large store.

If there are any school officers now-a-days who entertain such a notion of the duties of a librarian, they are to be urged to pay several days visit to some of the high school libraries mentioned in this pamphlet. For the sake of those who can not do this the following enumera-

tion of a librarian's duties will be enlightening:

Care of the reading room, planning for additional space, equipment and supplies.

Preparation of the budget allotting the book purchase money to the fields of work where the need is greatest.

Section of books, pictures, periodicals, pamphlets. Consultation with teachers as to the needs of departments.

Organization of library material, books, illustrative material such as post cards, mounted pictures, clippings etc. Classification of the foregoing material, careful and thorough cataloging, compilation of special lists of helps for each teacher and his special work.

Reference or research work for teachers and pupils, organization of ready reference index, establishment of reserve shelf system.

Establishment of a practical charging system for books lent to pupils and teachers, follow up of books lent out over night and longer terms.

Attending to the proper binding and re-binding of books, taking a shelf inventory at stated times to discover losses.

Keeping track of the statistics of library use.

Maintaining discipline and good order by personal influence and by student aid.

Teaching by regular class methods the use of reference books, indexes, card catalogs, and other library aids. Preparing all pupils for the intelligent use of other libraries as well as the school library.

Care of the library bulletin board on which are posted material illustrative of current topics, reading lists, references to books on debating, public speaking, new books, etc.

Consultations with students on desirable reading to be done by clubs and societies, guiding students to books which will assist them in the choice of careers.

Co-operation with the public library of the community.

To many the notion that the librarian is a teacher and should actively participate in instruction will come as an entirely new idea, but reproduced at the end of this pamphlet are some of the lesson plans used by progressive librarians in

teaching pupils the use of books. In the illustrations will be found the bulletin boards on which the librarian posts clippings, pictures, reading lists, debating references, et cetera.

The librarian is essentially a teacher and should love and appreciate his position as such. Teachers and principals should co-operate in suggesting and selecting books for particular subjects. More frequently than not they do not. The librarian must then step in to fill the gap. Upon the wisdom of that officer frequently depends the question of whether a library is filled with books useful to high schools student or with a lot of cheap fiction, whether the library is a center for social and civic work or a place little used by teachers and pupils.

High School, Marinette, Wisconsin. A brief course in library aids for the use of classes in American history.

LIBRARY AIDS.

Lecture 1.

- a. Note taking.
- b. The library, the students' laboratory.
- c. The card catalogue.
- d. Classification and arrangement of books in library.

Exercises—

- a. Problems in using the card catalogue.
- b. Problems in locating books on the shelves.

INDEXES.

Lecture 2.

- a. Book indexes.
- b. Magazine indexes.
- c. Special and miscellaneous indexes.

Exercise—

- a. Problems involving the use of the various indexes and their appendices.

EXPOSITION OF THE CONSTRUCTION, RELATIVE VALUE AND USE OF DICTIONARIES AND ENCYCLOPAEDIAS.

Lecture 3.

- a. Dictionaries.
- b. Encyclopaedias.
- c. Special dictionaries and encyclopaedias.

Exercises—

- a. List of 25 words.

- b. Problems illustrating points of difference in general encyclopaedias.
- c. Problems requiring the use of special encyclopaedias.

HANDBOOKS OF INFORMATION.

Lecture 4.

- a. General information.
- b. Literature.
- c. Biography.

Exercise—

- a. Problems in looking up questions.

ATLASES, GAZETTERS, AND STATISTICS.

Lecture 5.

- a. Atlases.
- b. Gazetteers.
- c. Census reports.
- d. Year books.

Exercise—

- a. Problems in looking up questions.

PUBLIC DOCUMENTS, BIBLIOGRAPHY.

Lecture 6.

- a. Government documents, important sets and their arrangement.
- b. Document indexes general and special.
- c. State documents, importance and location.
- d. Bibliography.

1. Value.

2. Methods.

3. Correct form in make up.

Exercises—

- a. Problems in the reference use of documents.
- b. Subject assigned to each pupil for compiling a bibliography, using all the tools referred to in the foregoing lectures.

Some things which every High School Student should know about the use of Books and Libraries.

Outline submitted by Mary E. Hall, Girls' High School, Brooklyn. N. Y.

First year English.

Lesson 1. The book; its part and its care.

Note: This lesson can be given in part in the smallest rural high school. The student's own text book if it has an index will serve as an example.

As far as possible the lesson should cover the following points: Practical parts of a book, difference between table

of contents and index, various kinds of indexes; e. g., first line and title in books of poetry, index to set of books, index to an atlas, to books of quotations, etc. Use of a concordance. Abbreviations often found in footnotes, indexes, etc.

PROPER CARE OF BOOKS.

Lesson 2. Dictionaries. Webster's New International and Funk and Wagnall's New Standard. One or both of these should be in even a small high school. Mention should be made of the Century.

Study of the general vocabulary and what it contains.

Key to system of pronunciation. New key in Standard.

How to use the appendix. Questions it will answer.

Lesson 3. Encyclopaedias.

Difference between an encyclopaedia and a dictionary.

How to use an encyclopaedia: guide words on back, guide words at top of page, cross reference, etc.

Best encyclopaedias for home and school.

Study of New International if available.

Relative value of New International, Americana Britannica, Nelson's (If there are any of them in high school or public library.)

Second year English.

Lesson 4. The card catalogue. (In very small towns where neither school nor public library is organized by modern methods this lesson must be omitted.)

How to use a card catalogue: Explanation of the arrangement of books on the shelves. (Explain the Dewey classification, if in use in public or school library as that is the key to the arrangement of most public, school and college libraries.)

Lesson 5. Magazines and their use. Best magazines of different types. How to find a magazine article. (Use of Reader's Guide to periodical literature.)

In very small towns the use of Reader's Guide may have to be omitted.

Library aids for debaters. Newspaper almanacs; e. g., World Almanac. Year books, as Statesman's Year Book, Government reports, etc.

Lesson 6. Books useful in English literature.

Literary handbooks; e. g.: Brewer's Reader's hand book; Wheeler's Familiar Allusions, etc. Century book of names; Biographical dictionaries; Classical dictionaries; World's best literature by Warner, etc.; Granger's Index to poetry and recitations; Firkin's Index to short stories; Baker's Guide to Fiction.

Third year English.

Lesson 7. Book buying. Building up one's library.

Aids in book buying: A. L. A. Catalogue of best books on different subjects.

A. L. A. book list of best books each month.

Cumulative book index.

U. S. catalogue of books in print.

Most reliable publishers. Best book reviews.

Suggestions as to good editions. Some good low priced series.

Even if these helps are not available it is wise to give high school students a knowledge of these. They may be near a public library later when they can use them to advantage.

Lesson 8. Preparation of a bibliography on a given subject for debate or essay calling for use of most of these aids.

LIBRARY PRACTICE FOR FIRST YEAR STUDENTS. THE CATALOGUE.

A little drill in using the card catalogue.

1. Give the titles of three books by Sir Walter Scott which may be found in the school library. Give the call number for each.

2. Give the author of one biography of Scott and find it on the library shelves.

3. Has the library a copy of "Old Curiosity Shop?" Who wrote the book?

4. Is there a book about King Arthur? If so copy the call number and find it on the shelves.

5. Have we in the school library the books in the "Story of the Nations" series? Is there one in the library on Greece?

6. Have we Palmer's translation of the Odyssey?

7. Have we the copy of the "Vicar of Wakefield" with colored illustrations?

8. What short stories are included in

Hawthorne's "Mosses from an Old Manse?"

9. Make a list of all the books in the library on butterflies.

Some books which will help you to answer your own questions.

FOUR HELPFUL BOOKS.

Century Cyclopaedia of Names.

Brewer's Readers' Handbook.

Brewer's Dictionary of Phrase and Fable.

Wheeler's Familiar Allusions.

1. Where can you find a list of King Arthur's Knights of the Round Table?

2. Which of these books will tell you who wrote "The Tempest?"

3. (a) Which books has the most interesting account of the horse Bucephalus? Whose horse was he?

(b) Which other books on this list tell you about this horse?

(c) Which has a list of famous horses?

(d) Which tells you best how to pronounce the name of Bucephalus?

4. Where can you find an explanation of the phrase "A feather in your cap?"

5. In what book does Captain Cuttle appear as a character?

6. In what book can you find something about the "Lion of Lucerne"?

7. What building is suggested by the words "Notre Dame"? Where is it?

8. What is "The Laocoon"? Is it a painting or a statue?

DICTIONARIES AND ENCYCLOPAEDIAS.

1. Where can you find how to pronounce the word "Formidable"? On which syllable is the accent? From what Latin word is it derived? What does it mean in English usage to-day?

2. Which dictionary gives you the pronunciation of the word "locomobile"? What does the word mean? What is the origin of the word?

3. Which dictionary gives the best account of an obelisk? Is it shorter or longer than the account in the encyclopaedia? Which encyclopaedia has the best pictures of obelisks?

4. Which encyclopaedia will give you an account of President Roosevelt? See whether you can find when he was governor of New York.

5. Which encyclopaedia gives you the longest account of Queen Elizabeth? Which has a full page portrait of her?

6. Where can you find good accounts of "Wireless telegraphy"? Who invented it?

7. Where can you find a list of abbreviations? What does the abbreviation "ibid" mean?

QUESTIONS IN LIBRARY WORK FOR FIRST YEAR PUPILS.

Used by Mr. S. R. Parker of the Boys' High School, Brooklyn, N. Y.

1. Find in the catalogue and give full number and date of publication of the following:

a. McCarthy, "Story of the People of England."

b. Benson, "The Schoolmaster."

c. Any Life of Henry Clay.

d. Dewey, "Financial History of the United States."

2. How many books about Homer do you find in the catalogue? How many by him?

3. Make a list of seven books on fishes. Give author and title.

4. Find in the catalogue and give author and title of one book on each of the following: (a) Algebra, (b) German history (c) Ferns.

5. Name the dictionaries of the English language in this library. Tell what you can about the New English Dictionary.

6. Name five general encyclopaedias in this library.

Where could you find the meaning of Q. E. D.; Ich dien; When George Washington was born?

8. How may an encyclopaedia be kept up to date? Give examples.

9. Use the Readers' Guide and find an article on insurance. Give name of author, magazine in which published, volume, page and date.

10. Name two biographical dictionaries, two classical dictionaries.

11. Where can you find the publisher and price of Stevenson's "Treasure Island"?

12. Name three year books in the library. For what do you go to them?

13. What books give an account of the lives of living Americans?

AN OUTLINE IN READING

THE following outline in reading is a compilation of suggestions given by the teachers of Number 27 school, Rochester, N. Y., after a study of the results of the Gray Test had been made. It is to be regarded as supplementary only and in no sense a complete or perfected method of procedure. Not all of the suggestions made have been fully tried out. The outline was merely the result of an effort to put in concrete and easily accessible form devices and suggestions of procedure which should be of assistance in meeting the particular problem in teaching reading to foreign children.

The outline at once appealed to the Teachers, not only as a distinct contribution to the teaching of reading to foreign children but also as being helpful to all primary grade teachers. It was accordingly submitted to Dr. Gray himself, for suggestions. His opinion should commend the outline to the careful consideration of every primary grade teacher. Dr. Gray says:

"I have read the outlines with interest and wish to commend you and your committee on the thoroughgoing way in which you have gone into this matter. I have no criticism to offer whatsoever in regard to the detailed recommendations which you make in the report. The report should prove distinctly helpful and suggestive to the teachers of your city.

"I agree with you that mimeographed copies should be distributed to all primary-grade teachers.

"I believe that all of our studies of reading show that teachers should concentrate more attention upon the content of reading, even in the lower grades.

"In my own discussion of the matter I usually state that the problems of the first grade are twofold; first, it introduces the child to reading as a thought-getting process; and second, it develops independence in the recognition of words. I then proceed to point out devices by means of which each of these purposes may be realized. By the time the pupil reaches the second grade he has mastered a limited vocabulary. The function of second-grade reading, there-

fore, is to make habitual the habits and associations which have been partly formed, and to extend the pupil's ability to more difficult types of material. I, therefore, recommend two types of reading exercises. The one is known as quantitative oral reading of simple material. Exercises of this type in which the pupils read page after page with attention directed primarily to the content of what is read, are given in detail. The second type of exercise consists of a more intensive study of graded selections in order to develop ability to attack problems of increasing difficulty from the standpoint of thought, comprehension, expression, etc."

ORAL READING GRADE I.

A. The Elements of Reading.

The function of classroom reading is to develop in each child:

- I. The ability to extract thought from the printed page.
- II. The ability to read with accurate enunciation, clear articulation and convincing expression.
- III. An appreciation of the best in literature.

B. Factors involved in Teaching Children to Read with a few suggestions for developing the same.

I. Association of the Content with the Symbol.

1. By letting content serve as the point of departure. Of necessity much time must be devoted to the mechanics of reading in the first grade. However, constant emphasis should be put upon the acquisition and the interpretation of the thought. Reading is but a means and not an end. Appreciation of the content and the ability to give expression to it should be the point of departure as well as the ultimate goal to be attained in teaching reading. The essential principle underlying methods of procedure, therefore, should be "from the whole to its parts." The following steps should be involved:

- a. Hearing and telling the oral story.
- b. Playing and dramatizing the situations.
- c. Conversation. Use pictures, objects or drawings as illustrative material. Pay particular attention to the development of the sentence sense. Let sentences be read as wholes, not word by word.
2. By placing action sentences on the board, later on cards, involving only one act at first and gradually increasing in difficulty as—Fly! Hop! Fly to the door! Run to the window and open it! Children read command to themselves, then do as the sentence directs.
3. By listing words (Reading lessons to supply the basis. Teacher and class work co-operatively) as
 - a. Descriptive words.
 - b. Synonyms—little, small, tiny, large, big.
 - c. Words denoting action.
 - d. Words referring to time.
4. Supplementary books at seats to be used in free moments.
5. Seat Work.
 - a. Illustrating with ink, plasticene, paper cutting, sticks.
 - b. Copy with letter cards a sentence which gives a picture.
 - c. Copy names with letter cards; copy one thing each said, one thing each did.

II. Instantaneous recognition of symbols.

1. Through the story, charts, rhymes, picture study, conversation, etc.
2. Through word drills.
 - a. Keep a list of the words taught day by day. Have a word drill, conducted in the spirit of a game, at the end of each week.
 - b. Covered list of words on board. Who can read it first?
3. By means of phrase drills.

Note. See that pupils really read phrases as connected wholes and not merely as unrelated words. Fluent reading depends upon see-

ing more than one word at a glance.

- a. Use any word or phrase cards that may be available. Almost countless phrases or sentences may be made by rapidly changing the position of cards placed before the children on the chalk tray or a table. Vary as much as possible. Make new cards using other words and ideas as they arise in the reader.
- b. Place an incomplete sentence on the board and require pupils to supply phrases to complete the sentence, using as many possibilities as sentences permits—e.g., The bird is—(In the tree, on the ground, near the house, on the fence, in the nest, etc.)
4. By means of phonics. Training in phonic analysis and synthesis should be an effective aid in equipping the child with power to attack new reading material. See Course of Study for suggestions or use other methods available. Be sure that the child hears accurately all the sound elements in new words taken up for the first time.
5. Seat Work—Independent expressive work to aid in the clarifying of thought content.
 - a. Sorting words—e.g., separating the known from the unknown. Finding words that are alike. Call on two or three children to read their lists before collecting the material.
 - b. Matching—pictures of common objects, names of objects on small cards. Children place names beside pictures they represent.
 - c. Sentence building—Words of lesson on small cards. Children arrange words to make sentences of lesson.
 - d. Letter cards—Children find and copy with letter cards rhyming words in lesson, words beginning with a certain sound, words containing a certain phonogram.
 - e. Give each child a newspaper clipping. Have children under-

score known words. Call on several to read words they have underscored.

III. Expression of the thought.

1. By this is meant the oral utterance of a thought in a manner which conveys to the auditor the meaning, the imagery and the emotions of another.
2. Suggestions for attaining this end.
 - a. Create the atmosphere of the selection. The child must be made a part of the circumstances. Make use of the pictures in the book, the child's imagination and dramatization. Let the children act every appropriate situation.
 - b. Motivate the reading.
 - (1) Give the child the thrill of an audience by frequently having the children in their seats, close their books and learn to listen attentively.
 - (2) Send children to other grades to read aloud.
 - (3) Allow children to choose the selection they would like to read to their classmates.
 - (4) Imitation of the teacher develops expressiveness in reading.
 - (5) Rapid readers tend to use phrase and sentence wholes and consequently read more fluently and evenly. Therefore, in asking children to read early blackboard exercises, the time during which the sentence or phrase or word is exposed should be limited.
 - (6) Use cards containing 4 or 5 sentences. Child who finishes reading card silently first, may be the first to read orally.
 - c. Voice
 - (1) It is evident the reading must be loud enough for all to hear. This may be brought about:
 - (a) By inviting children to imitate the teacher or other children who read well.
 - (b) By frequent breathing drills.
 - (c) By requiring a correct standing posture, which tends to give an individual

confidence and the feeling of power.

The book should be held at a proper distance from the eyes and mouth so voice will not be smothered.

- (d) Give child an audience and make him feel he is reading something worth while.
- (2) Demand clearness.
 - (a) When reading lacks clearness the fault may be found in the child's articulation, enunciation or pronunciation.
 - (b) Phonics may be used to advantage in developing clearness,—

By making a strong auditory appeal; exaggerating the sound repeatedly.

By imitation of the teacher over and over again.

By explaining organic processes to those who fail in above suggestions under (b).

By untiring drill.
 - d. Correction of child's reading.
 - (1) Reserve all corrections for the end of the child's assignment. This will prevent self consciousness to a great extent.
 - (2) Make use of commendation. Let the criticism be of a constructive rather than destructive nature.
 - (3) Give the members of the class an opportunity to express their judgment before the teacher gives hers.

SILENT READING GRADE I.

- A. Elements Involved.
 - I. Ability to get maximum thought in minimum time.
 - II. Ability to retain thought.
 - III. Ability to reproduce thought.
- B. Suggestions for Developing Thought-Getting and Thought Giving.
 - I. Action words, then sentences on board followed by card work. Instead of reading assigned word or sentence orally, let child give evidence of the possession of the thought in ways other than verbal.

- II. Have cards with questions to be read silently and then action or answer only required, as—How does a soldier march? Instead of reading it aloud, the child gives evidence of the thought by marching like a soldier.
- III. Question class on content using the phraseology of the text and requiring the answer:
 - a. In the same terms.
 - b. In as many different ways as possible.
- IV. Reproduction of part of story child liked best.

ORAL READING GRADE II.

A. The Elements of Reading.

The function of class room reading is to develop in each child:

- I. The ability to extract thought from the printed page.
Note: Children should read because they are interested. Well graded and interesting material should be used. Care should be exercised lest emphasis on the mechanics of reading should kill the child's joy in reading—his greatest asset. Strive to develop in the child a spirit of wanting to conquer, as well as the habit of looking for the thought and giving it expression.
- II. The ability to read with accurate enunciation, clear articulation and convincing expression.
- III. An appreciation of the best in literature.
- B. Factors involved in Teaching Children to Read with a few Suggestions for Developing the Same.
 - I. Association of Content with Symbol.
 1. Story-telling and dramatization.
 2. Through conversation, using pictures and objects as illustrative material.
 3. Through Spelling.
 - a. Children use words in sentences.
 - b. Group words. Children use same to weave a story.
 4. Write a sentence of known words on the board leaving a blank for children to supply omitted word.
 5. Silent reading game.
Write a sentence on the board in-

volving words desired that children recognize (words may be new or review) e.g., Go to my desk and get a yellow pansy for me. All children sitting in the first seats across the room at a given signal may do as directed. The child who succeeds in doing it first earns a point for his particular row.

- a. This serves a double purpose. Children must recognize words and comprehend what symbol represents.
- b. Bring in words which involve use of child's judgment, as choose, decide, compare.
6. Seat work.
 - a. Making lists of words, as,
 - (1). Descriptive work.
 - (2) Words which denote action.
 - (3) Synonyms, as little, small, tiny.
Note: Reading lesson supplies basis for this. Teacher and class work co-operatively at first—children gradually work independently.
 - b. Arrange dissected sentences and stories with a copy at first. Later require independent work.
 - c. Illustrating with plasticene, ink, paper cutting.
 - d. Copying with anagrams or pencil.
 - (1) Names of people, animals, flowers.
 - (2) Sentences which give a picture.
 - (3) Something said or done.
- II. Word recognition.
 1. Through pictures and objects.
 2. By means of phonics.
A judicious use of phonics should be made the basis for developing power to attack new words. Phonetic Analysis should change from oral to silent as soon as possible. Refer to Course of Study for outline. Use other phonetic systems that may be available. Work from the known to the unknown. Build and blend. Use words developed in phrases and sentences.
 3. Silent Reading Games same as 1-V.

4. Word drills.

Persistent drill on sight words selected from the reading lessons. Introduce the spirit of a game, making use of word cards or lists on blackboard.

5. Phrase drills.

Note: Be sure that pupils read phrases as connected wholes and not as isolated words. Rapid readers are the more intelligent readers, they remember more of the original thought and read with better expression.

- a. Place an incomplete sentence on the board. Require children to supply phrases to complete the sentence using as many possibilities as the sentence permits, e.g., I met John — (In the park, on the river, at the lake, in the store, on the street, etc.)

- b. Change subject or vary phrase for variation and further development of group idea, e.g.: The boys and girls are singing. The boys and girls are playing, running, etc.

6. Seat work.

- a. Sorting words, known from unknown.
- b. Building words, similar to a given word; words beginning or ending with a certain sound, e.g., ch or ing; words containing a certain phonogram, e.g., an.
- c. Give each child a newspaper clipping. Children mark out words which they know.

III. Expression.

1. By this is meant the oral utterance of a thought in manner which conveys to the auditor the meaning, the imagery and the emotions of another.

2. Suggestions for attaining this end.

- a. Create the atmosphere of the selection.

Make the child a part of the circumstances.

Use the pictures in the book, the child's vivid imagination and dramatization. Let the child act every appropriate situation.

b. Motivate the reading.

- (1) Make children feel they have an actual audience to whom they are telling something worth while by frequently having children in their seats, close their books and learn to listen attentively.
- (2) It is advisable for teachers not to follow in the book at all times. Let the children make you understand.
- (3) Imitation of the teacher tends to develop expressiveness in reading.
- (4) Send children to other grades to read.
- (5) Allow children to choose the selection they would like to read to their classmates.
- (6) Rapid readers tend to read phrase or sentence wholes and consequently read more fluently and evenly. Therefore, to arouse a desire to read rapidly, the following tests may be used:

- (a) State page and paragraph for starting point. Close books, keeping place with finger. At signal open and read until told to stop. Allow one minute for reading. Test how far children read in time given.

- (b) Pupils are asked to read a given amount, each standing when through. Teacher writes on board at end of 15 seconds, "15 sec.," etc. Each child notes the number of seconds written first after he stands.

c. Voice.

- (1) Loud and of proper pitch.

It is evident the reading must be loud enough to be heard by all. This may be brought about:

- (a) By requiring a correct standing posture which tends to give the individual confidence and the feeling of power.

- (b) By requiring the book to be held at a proper distance from the face so the voice will not be smothered.

- (c) By giving children the thrill of an audience.
- (d) By inviting the children to imitate the teacher or certain children.
- (e) By frequent breathing drills.
- (f) Through the teacher taking her position frequently at some distance from the group of children who are reading.
- (2) Clearness.
A lack of clearness may be due to the child's articulation, enunciation or pronunciation. Phonics may be helpful in combating this trouble.
 - (a) By making a strong auditory appeal. Be sure the child hears the word correctly and distinctly—exaggerate the sounds.
 - (b) By repeated imitation of the teacher.
 - (c) By explaining the organic process to those who fail in (a) and (b).
- d. Correction of children's reading.
 - (1) Reserve all corrections for the end of the child's assignment. To some extent this will prevent self consciousness.
 - (2) Commend rather than find fault. All criticisms should be of a constructive rather than destructive nature.
 - (3) Give the members of the class an opportunity to express their judgment before the teacher gives hers.

SILENT READING GRADE II.

A. Elements Involved.

- I. Ability to get maximum thought in minimum time.
- II. Ability to retain thought.
- III. Ability to reproduce thought.

B. Suggestions for Developing Thought-getting and Thought Giving.

- I. Action sentences on cards involving more than one action. Children respond after reading card silently, e.g., Go to the bookcase, get a reader and bring it to me.

- II. Create the atmosphere of the story. See all there is in the picture. Make use of the child's vivid imagination.
- III. Questions, based on the text, placed on the board as a guide for children's study period, and as an aid in getting the essential thought. Test children on these questions, later during the recitation period.
- IV. Choose from the supplementary readers of the grade short lessons having a complete story. Have children reproduce these after reading once, silently.
- V. Test children's acquisition of the thought by putting written questions on the blackboard based on a selection which the children have just read silently as a class group. Have the children answer each question in as many ways as possible.
- VI. Let each child copy the sentence or paragraph which he liked best.
- VII. Use speed drills.
Give children a definite amount of time to read a certain paragraph or selection. Close books, children tell what they read.

ORAL READING GRADE III.

A. The Elements of Reading.

The function of classroom reading is to develop in each child:

- I. The ability to extract thought from the printed page, i. e., to think the thought.
- II. The ability to read with accurate enunciation, clear articulation and convincing expression.
- III. Appreciation of the best in literature.

B. Factors involved in Teaching Children to Read with a few suggestions for developing the same.

- I. Association of the Content with the Symbol.
 - 1. Through content reading.
 - a. Although content is our point of departure even in the first grade, yet of necessity much time must be devoted to the mechanics of reading in the first and second grades. Beginning with the third grade too much stress cannot be

placed on the development of an appreciation of the content and a passionate desire for reading, which should direct and inspire its subsequent intellectual life. This necessitates more extensive reading lessons which will not only provide more practice in reading but insure a familiarity with a wide field of literature.

- b. Particular attention should be paid to the selection of reading material. Only that which is distinctly worth while and that will grip the child's interest should be used. Strive to instil the conquering spirit and to develop good reading habits.
- c. Furnish or develop a problem if possible. Children will read better in answer to some felt need. All oral reading should be preceded by silent preparation. Let children form the habit of looking for the thought. Stimulating questions placed upon the black-board before the period of preparation will help to develop this end and will also be reflected in the form of better expression when the child reads orally.
2. Through story-telling and dramatization.
Dramatization can hardly be overdone with the Italian child. It serves to vitalize the content. It helps to develop expressive and natural speech. It is doubtless the most effective test of the child's acquisition of the thought. It is realistic reading—Use it!
3. Through Spelling.
 - a. Children use words in sentences.
 - b. Group words. Children use them to weave a story.
 - c. Write a sentence of known words on the board, leaving a blank for children to supply the omitted word.
4. Seat Work.
 - a. Making lists of words as:
 - (1) Descriptive words.
 - (2) Words which denote action.
 - (3) Words which denote time.
 - (4) Words which denote place.

(5) Words which denote emotion as fear, gladness.

b. Copying.

(1) Names of people, animals, flowers.

(2) All questions.

(3) Words that refer to more than one.

(4) Quotations of a particular character in the story.

Note: Reading lessons supply the basis for this. Teacher and class work co-operatively two or three times. Children should then be able to work independently.

II. Word Recognition.

1. Through pictures and objects.

Pictures are of inestimable value in teaching foreign children. Often they can be read when the text cannot.

Pictures furnish an integral part of the thought and are not merely for adornment purposes. They should be utilized to the full.

2. By means of phonics.

a. The child by this time should have learned to associate the elementary sounds of spoken language with the symbols which represent these sounds. Phonics, now, is a power to attack new words. This feeling of power inspires confidence and the desire to read. Strengthen this power by placing emphasis on blending.

b. Seek to develop auditory sensitivity. Lack of a proper apprehensive auditory basis is another cause for incorrect oral speech. Many children of foreign parentage hear so little English that the auditory center fails to interpret accurately the sounds made by the teacher.

c. Wrong position of the organs of speech makes correct utterance impossible. Where imitation fails the teacher must show child the necessary position and co-ordination of the speech organs.

3. Word Drills.

Continue persistently to drill on sight words selected from the

reading lesson. The game spirit can be introduced here to advantage.

4. Phrase Drills.

Synthetic recognition tends to produce more fluent and comprehensive reading. The child should have the power of seeing and recognizing more than one word at one fixation or eye pause. It has been proven, by those who have made a scientific study of the reading problem, that this power can be developed. Phrase drills offer an opportunity for this development.

5. Seat Work.

- a. Building words similar to a given word,—words beginning or ending with a certain sound, e. g. th or ed; words containing a certain phonogram, e. g. ain.
- b. The reading lesson may serve as the basis for the above. In that case children copy words as directed above as found in the given assignment.
- c. Give each child a newspaper clipping—children underline words which they know.

III. Expression.

1. By this is meant the oral utterance which conveys to the auditor, the meaning, the imagery and the emotions of another.
2. Suggestions for attaining this end.
 - a. The child must not only comprehend but feel the situation. He must be a part of it. Use the pictures in the book, the child's vivid imagination and dramatization. Let the child act every appropriate situation and he will be kept less self conscious and retain his natural enthusiasm and natural expressiveness.
 - b. Motivate the Reading.
 - (1) Encourage the social spirit. Make the child conscious he has an audience to whom he has something worth while to communicate and is not reading merely because his turn has come, by frequently having children, in their seats, close their

books and learn to listen attentively.

- (2) It is advisable for the teacher not to follow in the book at all times. Let the children make you understand.
- (3) Language is an imitative acquisition. Imitation of the teacher or best readers of the grade tends to develop expressiveness in children.
- (4) Allow children to choose the selection they wish to read to their classmates.
- (5) Send children to other grades to read.
- (6) Rapid readers tend to read phrase or sentence wholes and consequently read more fluently and evenly. Therefore, to arouse a desire to read rapidly the following tests may be used:
 - (a) State page and paragraph for starting point. Close books, keep place with finger. At signal open and read until told to stop. Allow one minute for reading. Test how far children read in given time.
 - (b) Pupils are asked to read a given amount, each standing when through. Teacher writes on board at end of fifteen seconds, "15 seconds" etc. Each child notes the number of seconds written first after he stands.
 - (c) Devise other speed drills. Bring in the competitive spirit.

C. Voice

- (1) Loud and of proper pitch. It is evident the reading must be loud enough to be heard by all. This may be brought about
 - (a) By requiring a correct standing posture which tends to give the individual confidence and the feeling of power.
 - (b) By requiring the book to be held at a proper distance from the face so the voice will not be smothered.

- (a) By giving the child the thrill of an audience.
 - (d) By frequent breathing drills.
 - (e) Through the teacher taking her position frequently at some distance from the group of children who are reading.
- (2) Clearness.
- A lack of clearness may be due to the child's articulation, enunciation or pronunciation. Phonics may be helpful in combating this trouble.
- (a) By making a strong auditory appeal. Many foreign children do not distinguish accurately between the pure English sound and the sounds in their own speech. Exaggerated enunciations will gradually enable children to detect these differences.
 - (b) By repeated imitation of the teacher.
 - (c) By explaining the organic process to those who fail in (a) and (b).
- D. Correction of Children's Reading.
1. Reserve all corrections for the end of the child's assignment. To some extent this will prevent self-consciousness.
 2. Commend rather than find fault. All criticism should be constructive rather than destructive.
 3. Let the hearers serve as critics frequently. Train them to note and tell what they have understood well and they have so understood and felt; also to note and tell what they failed to understand and if possible give the reason for their failure to understand.

SILENT READING GRADE III.

A. Elements Involved.

- I. Ability to get maximum thought in minimum time.
 - II. Ability to retain thought.
 - III. Ability to reproduce thought.
- B. Suggestion for Developing Thought-getting and Thought-giving.

- I. Create the atmosphere. See all there is in the pictures. Make use of the child's vivid imagination.
- II. Questions, based on the text, placed on the board as a guide for children's study period, and as an aid in getting the essential thought. Test children on these questions later during the recitation period.
- III. Choose from the supplementary readers of the grade short lessons having a complete story. Have children reproduce these after reading once, silently.
- IV. Test children's acquisition of the thought by putting on the board questions based on a selection which the children have just read silently as a class group. Have the children answer each question in as many ways as possible.
- V. Let each child copy the sentence or paragraph which he liked best.
- VI. Use speed drills to develop concentration.
 1. Give children a definite amount of time to read a certain paragraph or selection. Close books, children tell what they read.
 2. Any other devices you find helpful.
- VII. Emphasize in reading and reproduction the synthesizing of words into sentences and ideas into thoughts. Teach children to grasp the whole, as well as the parts of everything they read. They have not really read a selection until they have grasped it as a whole. A brief reproduction, if it contains all the essential thought of the original, may be worth more than an extended reproduction of minor points.

If you will make an honest effort to correct your faults and refine your methods, you will take a long step toward the success-goal.

Opportunity never plays favorites. Japan bestowed its highest honors on a wood-chopper's lad. America's greatest president was a rail-splitter when a boy.

SUPERVISED STUDY IN ORAL ENGLISH

A. Laura McGregor

THERE is a time-honored tale which relates how Johnny, reproved for idling, defended himself by saying, "I'm thinking," whereupon his teacher sharply commanded, "Stop thinking this minute and begin studying." We have all laughed at the joke against ourselves and refused to consider it the layman's "counter-check quarrelsome" but the fact remains that for years studying meant merely the acquisition of information from a text-book through the exercise of memory. Dewey and McMurray by developing and applying a theory of study at last awakened us to the knowledge that studying and purposive thinking are not different names for differing processes but almost synonymous terms. The factors of the thinking process, (recognition of the problem, collection of data, organization of ideas, formulation of judgments, and application of the conclusions reached), are also the chief factors involved in studying. Since this is true, the development of the power to think, the greatest objective in education, is accomplished through the formation of correct habits of study. "How to Study" is, then, the most acute problem for the teacher's consideration and the supervision of study becomes her chief function.

This broader conception of the meaning of study is the keynote of the Supervised Study method of class-room procedure developed by Professor Alfred L. Hall-Quest of the University of Cincinnati, and Miss Mabel Simpson, Director of Elementary Schools in Rochester, New York. During every part of a well-planned lesson pupils are studying. Review, assignment, and silent study periods are arranged to afford opportunity for the employment of the various factors of study. Memorizing has its place but that place is a subordinate one, and pupils are required to think and judge rather than merely to recall and reproduce. Differences in individual ability are recognized and provided for by a three-fold assignment which allows the superior pupils to accomplish a max-

imum amount while pupils below the average cover only the minimum essentials of the course of study. An attempt is made to foster and develop the qualities of initiative and leadership by the introduction of socialized elements into the conduct of the lesson.

This specific plan of supervised study is well adapted to the teaching of oral English. Oral work began to hold a high place in our respect as a branch of the English curriculum when social and not purely academic values became the test of worth in education; but with our erroneous conceptions of study we failed to develop a procedure that meant progress. Skill in oral English could not be acquired from a text-book. In so far as pupils memorized the material for dissertation, the purpose of the oral English lesson was defeated. Oral English, therefore, became a matter for perfunctory exercise rather than a subject for studious effort. A certain number of lessons in which each pupil was given the opportunity to stand before the class and narrate an experience or reproduce the results of research represented practically all that was done in school to develop the power of correct and fluent speech. Our newer ideas of study, however, pointed the way to a more thoughtful procedure.

The pupil who aims to improve his use of English must consciously undertake to correct his errors and build up his vocabulary. In order to supervise adequately the efforts of the pupil in this direction, the teacher must be conscious of the individual difficulties and chronic errors in the class. This necessitates that four or five periods be allowed at the beginning of the term for preliminary lessons during which the teacher observes and records the ability of each pupil in oral English as revealed through dissertation. For record purposes filing cards upon which the names of the pupils have been written are most convenient. The record for each pupil should cover (1) Number of dissertations, (2) Length of dissertation, (3) Vocabulary, (4)

Enunciation, (5 Arrangement, (6) Grammatical errors.

The number and length of dissertations are recorded simply to show the teacher the relative value of her judgments. The record of a pupil who has given three long dissertations is likely to be more accurate than that of a pupil who has given two short ones. Length of dissertation may be recorded in minutes or by the words long, short, and average. Vocabulary may be designated as limited, adequate, and extensive. Special defects of enunciation should be listed; for example, "Says da for the and wid for with." "Drops final t," etc. Such terms as logical, natural, or confused will give a sufficient clue to the pupil's power of arrangement, but under "Grammatical errors" specific faults should be listed, as "Used double negative" or "Said had ought."

Crude as such a record is, its value becomes apparent at once. By means of it the teacher is enabled to discover immediately her inferior, average, and superior groups. Those pupils are recognized as the inferior group whose record cards reveal limited vocabularies, indistinct enunciation, and evidence of gross grammatical errors, while those become the superior group whose vocabularies are extensive, enunciation clear, and grammatical usage generally correct. The cards also indicate in a general way the present ability of the class in oral English and so provide the teacher with a point of departure for new lessons and a standard of comparison for determining the progress of the pupils during the term.

These record cards should be kept on file in the class-room where additions to individual records may be made either by the pupils concerned or by class critics appointed during various lessons. Pupils should be encouraged to consult their own records freely in order that consciousness of error may stimulate efforts to eradicate incorrect speech habits.

Mere consciousness of defects, however, is not enough to guarantee improvement. A genuine desire to attain fluency and correctness in speech, and a live interest in all that helps toward such attainment must become motivating

forces. Fortunately oral English is not a subject to which any remote or fictitious value need be attached. Pupils recognize its importance and desire the power which comes through adequate and effective speech; and yet a listless attitude naturally develops when a class must act as audience while pupil after pupil gives a recitation. It is just here that the Supervised Study lesson plan becomes most valuable.

An oral English lesson conceived in accordance with this plan will be divided into four parts: (1) Review; (2) Assignment; (3) Oral expression; (4) Silent study.

During the time allotted for review the work of the preceding silent study period may be discussed and the pupils tested for thoroughness of accomplishment. Words previously added to the vocabulary may be recalled and used, or a specific class error noted in former lessons may be attacked through a speech game or an oral exercise.

In the assignment the new problem for thought and expression becomes apparent. Teacher and pupils work co-operatively at this time to organize ideas and extend expressional power. A simple outline may be made, new words to be used in connection with the topic may be listed, errors may be anticipated by correct forms, etc.

The period of oral expression is the dissertation period, and this should be socialized in every possible way. Class conductors, critics, and chart keepers should contribute their part and hold themselves responsible for the success of the lesson. Pupils should be allowed to question the speaker at the close of his recitation and so introduce a natural conversational element into the work. As a general thing not more than five or six short dissertations can be given in an oral expression period of twenty minutes. This is not disturbing, however, for a class makes greater progress when a few recitations are intelligently judged than when many recitations are given before an indifferent audience. Criticisms, both adverse and favorable, should follow every dissertation. Blackboard charts showing correct forms suggested and words and phrases well chosen will

serve to crystallize for the class the valuable contributions of this part of the lesson.

The silent study period concludes the lesson. We must avoid thinking of the study period in oral English as the time when the pupils collect facts or engage in research to provide material for dissertation. It is true that information must be obtained for the oral development of various topics but this necessitates library or home investigation. The essential problem from the oral English standpoint is expressional, not impressional, and the study period becomes a time for silent recapitulation. The thoughtful use of new words and phrases, the formulation of individual judgments upon the work presented, and the conscious endeavor to correct personal errors, should occupy the attention of each member of the class.

To illustrate concretely the application of the Supervised Study method to the teaching of oral English the following lesson plan is submitted.

SUPERVISED STUDY LESSON PLAN.

Subject: Oral English.

Grade: Seventh B.

Lesson Type: Habituation.

Time Schedule: Review, 5 minutes; Assignment, 7 minutes; Oral Expression, 15 minutes; Silent Study, 13 minutes; Total, 40 minutes.

Review:

(a) Drill to correct class error in enunciation (sound of -ing) using the following word list: doing, going, singing, trying, making.

Each pupil called upon is to pronounce the words of the list, add a similar word, and call upon his successor.

(b) Use in sentences of the following: (from preceding lesson) sacrifice, certainly, in the simplest way.

Assignment:

Topic for oral presentation, "How I Made a ———." (Each pupil will tell an actual experience.)

During the assignment the pupils will discuss what should be included in the stories. A co-operative blackboard outline will be made, to suggest arrangement. The correct form "I did" will be

emphasized in anticipation of the error "I done."

Oral Expression:

Pupils will tell their individual stories, number reciting to be determined by the time allotment. Criticisms, favorable and unfavorable will be offered by pupil critics. Two blackboard charts will be kept: (1) record of name of pupil reciting and subject of dissertation: (2) record of words and phrases suggested by critics as worth remembering.

Silent Study: (These directions will be written on the blackboard.)

I. (Minimum assignment)

(a) Think each word and expression listed on Chart 2 in a sentence as you might use it in your daily life.

(b) In one chapter of "Little Women" Louisa Alcott tells how Jo prepared a dinner. She says:

"Language cannot describe the anxieties, experiences and exertions which Jo underwent that morning; and the dinner she served became a standing joke. Fearing to ask any more advice, she did her best alone and discovered that it takes something more than energy and goodwill to be a cook."

Choose three words from this selection that you have never used. Consult your dictionary if necessary. Then think each word in a sentence of your own.

II. (Average assignment)

Write a short note to any pupil who has told a story to the class during this lesson. Tell him where you think his expression might have been improved, and also tell him two good points about his story.

III. (Maximum assignment)

Learn by heart this motto:

"Speak clearly if you speak at all;

Carve every word before you let it fall."

It will readily be seen that this lesson involves the following factors of study: recognition of the problem; organization of ideas; formulation of judgments; application of ideas; and memorizing. Provision has also been made for individual initiative.

While every Supervised Study lesson follows the same general plan, mode of treatment and time divisions will neces-

sarily vary. Every lesson should include, however, a time for silent study, for which minimum, average, and maximum assignments are made. It is not expected that all pupils will complete the three parts indicated but the majority should complete the minimum and average. The work required of pupils during a silent study period in oral English may be quite varied in character. That indicated in the lesson given above is only suggestive. The first exercise (minimum assignment) is designated to enlarge the vocabulary, so the selection chosen for it approximates the conversational rather than the literary style. A poetical selection might contain many new words but unless those words could be used familiarly in the usual conversation of the pupils, acquiring the words would have no speech value. A word is added to the working vocabulary only when it is actually used by the person concerned.

In an oral English lesson writing, of course, has little place and the objection may be raised that the note called for in the average assignment involves written

and not oral expression. It is readily apparent, however, that the writing of the note compels each member of the class to think over the lesson and render a personal judgment concerning the excellence or faultiness of the oral work to which he has listened.

Only so far as each pupil reacts individually to the subject matter involved in any lesson has he gained in knowledge or power. Dewey tells us that "when the teacher or parent has provided the conditions which stimulate thinking, and has taken a sympathetic attitude toward the activities of the learner by entering into a common or conjoint experience, all has been done which a second party can do to instigate learning. The rest lies with the one directly concerned." This is as true of oral English as of anything else, but here as elsewhere the responsibility rests with the teacher to provide "conditions which stimulate thinking." The Supervised Study lesson plan seems to be one way of accomplishing that desirable result for oral English, so guaranteeing a larger measure of progress and improvement in oral expression.

THE NEW AND IMPORTANT POSITION OF THE PART TIME CONTINUATION SCHOOL

P. P. Colgrove, Virginia, Minn., Before Department of Superintendence.

THE great World War will result in many important and lasting changes in our civic, economic and social life but in no department of human endeavor will greater changes be wrought than in education. It has revealed the one-sidedness and shortcomings of our past educational regime and given us a new insight into the function of education in a democracy never before realized.

Composed, as we are, of people from all nations who have come to this country as a land of opportunity, we have grown to be a commercial and an industrial nation, not because of our system of education, but in spite of it. Our former school curriculum developed a certain kind of culture which was adapted to the needs of a small percentage of our people, and while it has unquestionably

done much good, yet practically 95% of the pupils in the public schools have been making their escape from school as soon as the compulsory education laws would permit.

The fact that a National Society for the Promotion of Industrial Education was organized as early as 1907 proves that a new conception of education was in the process of evolution. The revelations of the Selective Draft have given an illuminating view of the failure of our system of education to provide skilled workmen in the manual arts. This has now become a matter of national importance and is being encouraged by federal aid. Even yet, however, few schoolmen and School Boards outside of the larger cities have responded to the new demand. The Smith-Hughes Act provides for Federal aid for industrial

work in the schools and this is supplemented by state aid. The people are demanding this new training but the school authorities have been reluctant so far about responding.

The attitude of organized labor toward this movement is well expressed in the following resolutions passed at a recent meeting of the New York State Federation of Labor:

Whereas, there is a continuous and insistent demand for more general and industrial instruction in all schools throughout the state, and

Whereas, such instruction can only be intelligently given after all the requirements of the different occupations are known, therefore, be it

Resolved, that the necessary legislation be introduced in the next session of the legislature, for an industrial survey of all industries in this state, and such a survey committee shall be representative of the legislature, the unions, the employers, the State Department of Education and the State Industrial Commission.

Whereas, the educational law permits the establishment of Compulsory Continuation Schools for children with working papers, between the ages of fourteen and sixteen; and

Whereas, no school board in any part of the state has taken advantage of this opportunity to provide necessary education for the working children in their community; therefore be it

Resolved, that the education law be amended to make the establishment of these schools compulsory; and the education law be further amended to compel regular attendance up to sixteen years and for the Continuation Schools, attendance shall be compulsory for at least eight hours a week, between the hours of 8 A. M. and 5 P. M., Saturday afternoons excepted, up to eighteen years, at the expense of the employer.

Several reasons might be stated, if time permitted, as to why school men have not taken up this new work. Each superintendent will be able to answer for himself.

We all desire to see labor come into its own and the one dignified manner in

which this can be done is for the laboring man to be trained and educated so that the quality of his work will command respect and admiration. Our public schools must give the laboring man a chance. He has been bound down by ignorance and lack of skill. No one feels friendly toward the workman who takes an excessively long time to do a job and still does it poorly. All admire a man who can perform a piece of work with neatness and despatch.

I once witnessed the driver of a balky horse using all his persuasive powers of swearing, kicking and beating to no avail. The horse would not budge. A young man made his way through the assembled crowd, took a rubber band from his pocket and slipped it over the ear of the horse. He then asked the driver to get up on his seat and speak to the horse in his usual manner. And, lo, the horse started off. The young man gained the applause of the crowd. We Americans like the person who can do things.

Our public schools must provide the laboring man with an opportunity to rise in his own and others' esteem. The laborer must be made worthy of his hire. The Industrial School, the Continuation School and the Evening School must assume this responsibility.

The schools of the Iron Range cities of Minnesota are more fortunate in being able to take the lead in this new work because they are supported in large measure by taxation of the big corporate interests. While these great corporations are justly opposed to extravagant and useless expenditures, they have never failed to support any movement which would benefit either the children or parents of the community.

This affords the superintendents in these cities the utmost opportunity to work out what they conceive to be the best educational plan unhampered by lack of funds. Virginia, for instance, a city of 18,000 inhabitants, is just completing a new Junior High and Industrial school building at a cost of a million dollars which will house every possible advantage to the boys and girls who seek industrial occupations. This school will offer eight industrial courses for boys and eight for girls. These courses have been

determined after a careful industrial survey of the community to ascertain which industries can best be carried on.

The Part Time Continuation School is designed to take care of that class of boys and girls who have already passed beyond the age of compulsory attendance and who are yet insufficiently prepared to engage successfully in a good lifetime occupation. Any school system having facilities for doing industrial training, and all school systems of any size will in the future offer industrial training, should be able to offer part time continuation work.

If a proper survey of the city is made before putting in the industrial work, it will be closely identified with the principal industries of the city. A boy or girl may then come to school and take the particular work desired in the same classes with the regular day school students. These part-time students will be able to contribute much to the work of the class because of their practical experience.

That there are a sufficient number of boys and girls in nearly any town who need the help of the Part-Time Continuation School cannot be questioned when we consider the facts. The United States census shows that just about one-tenth of our entire population consists of boys and girls from the ages of 15 to 19 inclusive.

An investigation of the conditions in Cleveland, Ohio, which may be taken as typical of the entire northern section of this country, showed that, of those entering the first grade, 50% were withdrawing before reaching the fifth grade, 75% before reaching the eighth grade and 95% left without finishing the high school. This means that at least nineteen out of every twenty boys and girls from fifteen to nineteen years of age are candidates for the Part-Time Continuation School of the General Improvement class while these same boys and girls together with many of those who go through the ordinary high school need the work of the Trade Preparatory and Trade Extension class.

It is comparatively easy to approximate the number of boys and girls from 15 to 19 years of age in a town having a

given population. Suppose it is a place of 3,000 inhabitants. Then, according to the census report, there should be about 300 boys and girls from 15 to 19 years of age. Five per cent., or fifteen, of these in the average town, would finish high school. This leaves a class numbering 285 who should have more educational attention than they have been getting. Without more training for these young people, society stands a loss on its investment in the education thus far afforded them in that this only laid the foundation without completing anything. It also sustains a loss of the benefit which would accrue from the added assistance given them. The individual suffers similar losses.

As far as the school is concerned, no additional equipment or teaching force is required to take care of these Part-Time pupils if the industrial work is already being offered. The per capita cost of the school is therefore reduced and its value to the community greatly enhanced.

Special arrangements can be made with each individual employer to meet the requirements of his business. In some cases the Part-Time students may be spared from their work a portion of each school day. In other cases, two sets of Part-Time students may be engaged by the employer and allowed to attend school at different periods. As soon as an employer understands that the boy or girl is to receive training which will produce a more competent employee, he will welcome any arrangement possible even at a temporary sacrifice.

The advantages of the Part-Time Continuation School are not alone for the boys and girls of our large cities. These schools should be extended as far as possible to the smaller towns. Only when we have the combination of the industrial and the academic school curriculum are our schools truly for all the children of all the people. This does not mean a lessening of the stress we have had upon academic work but the added value of technical training with a probable and desirable extension of allied academic work in English, in Citizenship, in Business Practice and in Hygienic Living for all those young people who now leave school before they get beyond the fundamental rudiments of the grades.

RURAL SCHOOL PROBLEMS IN NEW YORK STATE

R. M. Stewart, Professor of Rural Education at Cornell University

THE search for leaders is as old as history but as fresh as yesterday.

A leader is a problem solver. The problems here presented should appeal to the best leaders of the state, for they must be solved and that right soon.

The task which we set for ourselves at the outset of this investigation was to ascertain, as far as the data would warrant, the outstanding problems facing district superintendents in New York state, for the purpose of bringing the difficulties into relief with the hope that a more accurate attack could be made in their solution.

To secure information to the point at hand, a general invitation was extended to all district superintendents to forward to us statements of the five most perplexing problems incident to the work in their respective districts. The following excerpts from the letter will indicate the character of the invitation:

"This department is undertaking to ascertain for the benefit of district superintendents, board members, and teachers in rural schools, what difficult problems face the rural schools at the present time. Perhaps some suggestion and help can be given. With some districts it is the matter of school grounds and buildings; with others it may be the difficulty of securing equipment and supplies; in fact, every district superintendent has four or five outstanding problems to meet in the round of his year's work.

"To the end mentioned above, will you be kind enough to list below five of the most engaging problems confronting you, arranging them in the order of their importance, as you see them. I shall appreciate this courtesy very much."

These replies were analyzed inductively to discover the dominant points around which the various difficulties could be construed and then classified. Where the difficulties tended to attach to more than one such dominant point, they were related to all such, e. g., the problem of having adequate supplies attaches to the problem of teaching, but also to buildings, grounds, and equip-

ment. Then, these items were arranged in rank according to the importance attached by the superintendents as discovered in their rankings, respectively, both as to the order of the six problems, and as to the order of the items within each problem. No great significance is attached to the quantitative aspects of the study though we have more or less complete figures on two-thirds of the counties of the state. This tends to make the figures fairly reliable for New York state conditions. These problems will be presented as the analysis of data in the replies would indicate.

Two specimen copies of replies are incorporated here to show how these data were secured:

No. 1

1—To get trustees to hire only skilled teachers and pay salaries large enough so teachers will take an interest in preparation.

2—Lack of suitable text books is a problem and will be until each school furnishes them to pupils. Economy calls for this.

3—How to get medical relief for those pupils who might be benefited by treatment.

4—It is a problem to keep pupils in school after they reach 15 years of age. Parents do not realize that more education pays.

5—How to get a co-operative community spirit that will solve problems like the four mentioned above.

No. 2

1—Unequal opportunity for securing elementary education under comfortable, sanitary conditions, on the part of rural boys and girls, owing to the present system of school district taxation with very weak districts of small property valuation existing in all towns, so located that they may not be consolidated. At least the town should be the unit for school taxation, and possibly the county is small enough.

2—Salaries for teachers large enough to attract the best qualified teachers to the rural schools.

3—The matter of consolidating several rural schools with a village school to form a modern consolidated school with necessary facilities for rural boys and girls to obtain a good modern education, making the school a real community center. I desire very much all possible help and information on this problem which is a real one to me at present.

4—Suitable school grounds with proper school buildings fitted with proper sanitary toilets.

5—The matter of a sufficient expense allowance for the district superintendents living in a sparsely settled region without railroads, trolley lines, etc., so that he can afford to travel over his district in the interest of close supervision, the arrangement of school fairs, exhibits, home project work in gardens, clothing, canning, etc., thus raising the spirit and effort of the teachers and pupils without making himself a charity pauper for his pains, and leaving his own children without the means or financial assistance to acquire a proper modern education reaching beyond the home school.

SIX PROBLEMS

First—The teacher problem. The teacher problem is evidently a pressing one, for 53 superintendents out of 66 reporting referred to it in one way or another. Forty-six made a special mention of the dearth of teachers. Twenty-three called out the fact that teachers didn't have adequate supplies with which to carry on the work of teaching advantageously. Nine referred to the teacher's difficulty from the standpoint of deficiency in supply of text books and eight to the inadequacy of salaries. The matter of boarding places, continuity of tenure, morale of the teaching force, and the difficulty of training in service were mentioned. In all there were 94 references to the teacher and the teacher problem.

Second—The problem of grounds, buildings, and equipment. Forty of the 66 superintendents referred to this problem, making in all 77 references to the various phases as follows: how to secure equipment and supplies, 24; how

to get new buildings, where needed, 14; how to secure sanitary toilet conditions, 14; repairs of buildings, 11; improvement of grounds, 10; adequate janitor service, 3; and adequate water supply, 1.

Third.—The third problem relates to management and supervision. Here 28 superintendents made 61 references. The difficulties seem to fall out under three heads. One relates to the matter of adequate support. It seems that superintendents do not have adequate expense money to use for travel; they lack clerical help for the office, thus being driven to do this type of work themselves; and then, the schools lack frequently instruments of supervision because money is not available. A second type of difficulty relates to unfavorable conditions in the schools, such as lack of textbooks, or lack of uniformity in texts, or lack of modern texts; miscellaneous groups of students, particularly older pupils, or graduates who desire additional schooling; continuity in attendance, elimination of pupils; or short tenure of teachers, and false standards. Under such conditions the superintendent thinks it difficult to work a programme of management and supervision. The third type of difficulty in management and supervision relates to supervision proper, which is aggravated by the smallness of the administrative unit. Conditions are unfavorable to consecutiveness in supervision.

Fourth — The administrative unit. Many of the difficulties of the country school center in the fact that the administrative unit is too small, in fact, so small that the load placed upon the one-room rural teacher is, first, so big that the position is not inviting or attractive, and second, it is an impossible task even if other conditions were satisfactory. The small unit is reported to mitigate against securing adequate buildings and equipment, to multiply the ills incident to the special work now laid at the door of the rural school, and to make supervision practically impossible. Thirty-two superintendents made 43 references to these difficulties centering in the size of the administrative unit. The small and isolated school, taxation in poorer districts, consolidation, securing ambi-

tious and progressive trustees, some system to replace the township law repealed, provision for rural school graduates, provision for vocational agriculture, etc., are problems presented that relate to the large problem of the administrative unit.

Fifth—Physical education and health. The physical education law is evidently causing considerable difficulty. The administrative phases of the problem are no doubt acute. One superintendent suggests repeal. Thirty-two of the 66 superintendents made 53 different references, 43 of which related to the following three problems: medical inspection and nursing, and follow-up work; the matter of toilet conditions which has a moral bearing as well as a health reference; and the method of carrying out the health work. Getting feeble-minded children out of the schools, securing proper heating and ventilation, the influenza epidemic and its results, adequate water supply, etc., were other aspects of this problem.

Sixth—Community spirit. All of these problems are tied up together intimately; therefore, they overlap. Twenty-three superintendents made twenty-seven references to lack of community spirit and other intimate factors. They say that it is either lacking or needs arousing; that teachers are not leaders, nor are trustees and parents interested. In many respects the community-spirit problems lie at the basis of improvement in other lines. In many communities the economic status is so discouraging that unless some larger unit of administration becomes the basis of taxation for school purposes, no great awakening can be expected. These problems are so much interdependent that all must be attacked with full co-operation of officers in charge of the administration. How to arouse interest, how to center

community life in the school, and how to stimulate teachers to become community leaders are important problems that are challenging us at the present time.

Summary.—To summarize the findings from the replies of the 66 district superintendents representing exactly two-thirds (38) of the counties of the state, the following statements may be made:

1—The total number of references made to the above six problems is 355, of which 94 referred to the teacher problem, 77 to grounds, buildings, and equipment, 61 to management and supervision, 43 to the size of the administrative unit, 53 to physical education and health, and 27 to community spirit.

2—Nine superintendents were confronted by all six problems; nine had five; and the rest four or less.

3—The total number of counties reporting is 38, of which 31 were confronted with the teacher problem, 29 with the problem of grounds, buildings and equipment, 33 with management and supervision, 25 with the administrative unit, 20 with physical education, and 16 with community spirit.

4—The analysis of the replies from the standpoint of number of superintendents reflects the same general tendencies. Out of 66 replies, 53 refer to the teacher problem, 40 to grounds, buildings and equipment, 28 to management and supervision, 32 to the size of the administrative unit, 32 to physical education and health, and 23 to community spirit.

5—For convenience these may be arranged to show percentile relationships.

A general reflection on the above study reveals a relative unanimity of reaction to the problems confronting the superintendents of rural education. It sug-

Problems	Per cent. of counties making reference to each problem respectively.	Per cent. of superintendents making reference to each problem respectively.	Per cent. of total references made to each problem respectively.
Teachers	81.6	80.3	26.4
Grounds, buildings, equipment..	76.3	60.6	21.7
Management and supervision..	86.8	42.4	17.1
Administrative unit.....	65.8	48.5	12.1
Physical education and health...	52.6	48.5	14.9
Community spirit.....	42.1	34.8	7.6

gests also that these problems are interdependent; therefore, that any attempt at solution of one involves a programme that solves the others. How shall we

undertake to improve these conditions? Concerted action on the part of those interested and responsible is the only promising sign.

STATE DEPARTMENT OF EDUCATION

Hiram C. Case, Chief of Administration

THE National Council of Teachers of English will meet in Boston Thanksgiving, immediately following the session of the State Teachers' Association at Albany. The closeness of these meetings in time and place, the fact that the national body of English teachers meets only once or twice in a decade within such easy reach, and the prospective strength and stimulus of both programmes makes this a very unusual opportunity for the English teachers of New York State. The teachers and school authorities generally should begin to plan that the English clans of New York attend these meetings as nearly as possible en masse, to get into quickening touch with the controlling movements and the national leaders in this important field. Attendance on these programmes is certain to pay big dividends in better work throughout the state.

The Colorado School of Mines at Golden, Colorado, offers annually to a student from New York State a free scholarship. The appointment to this scholarship will be made by the State Education Department. The appointee must meet the entrance requirements to the school, information concerning which may be obtained by writing directly to the Colorado School of Mines, Golden, Colorado.

Any student who wishes to be considered for this scholarship should make application at once to Charles F. Wheelock, Assistant Commissioner for Secondary Education, State Education Department, Albany, N. Y.

AN ANNOTATED BOOK LIST FOR USE IN ELEMENTARY SCHOOLS

A list of books suitable for elementary school libraries is being prepared and will be ready for distribution late in the spring. There will be annotated lists of the following class of books:

Myths, fairy tales, folk lore, fables and legends.

Fiction.

Historical fiction.

Biographical.

Historical.

Description and travel.

Nature and science.

Poetry.

Health and hygiene.

Patriotic.

Inspirational.

Informational.

For teachers and parents.

Miscellaneous.

Home economics.

Agriculture.

Each of these lists will be arranged alphabetically, and on the left margin will be indicated the grades for which each is best suited. Some of the groups are subdivided. For illustration history and historical fiction are each divided into the following sections:

1. Books relating to the State of New York.

2. Books relating to the United States outside the State of New York.

3. Books relating to the world outside the United States.

It is hoped that the division of the general list into sections will aid teachers in getting just what they want. For example if they wish to make more of the history of our state, as it seems they ought to do, they will find all the books relating to it together in one section.

This list of books will be sent free of charge to all who apply for it. A sufficient number of copies will be sent to District Superintendents to enable them to supply each of their schools.

At a meeting in district 8, town of Greenburg, attended by Mr. E. G. Lantman representing the Department, on April 8, 1919, a proposition for \$85,000 for a new school building was carried

by a vote of 71 for and 13 against. A proposition for \$2,500 for an addition to the present school site was also adopted by a vote of 46 to 12.

On Tuesday, April 8th, at a taxpayers' election in the city of Cohoes, an additional sum of \$100,000 for a new high school building was carried by a large majority. This will make a total of \$300,000 for this new building, the plans for which have been prepared. A magnificent site unusually attractive and favorably located has been acquired for this building.

A contract for the Whitesboro building was recently let. The total appropriation for this building is \$107,373, the cost per cubic foot is 27 cents.

BOOK REVIEWS

Spanish Taught in Spanish. By C. F. McHale. Cloth, viii-136 pp. Price, \$1.00. Houghton, Mifflin Co., Boston, New York, Chicago.

In the preface of the foregoing volume, the author sets forth fully his aims. The student by careful and diligent study of the systematically graded lessons and with the aid of a competent teacher should soon acquire a mastery of the essentials of Spanish and a creditable understanding of the language for all practical purposes. With this in view, Mr. McHale chooses intensely practical material for his vocabularies and gives only the few tense paradigms of various verbs necessary for conversational purposes.

To encourage the student to "think in Spanish" as much as possible, no English words appear in the lesson, but are relegated to the general vocabulary at the end of the book, as meanings of the Spanish words there listed—a good device, by the way.

The volume should commend itself to those whose purpose in teaching Spanish coincides with that which has been so clearly outlined by Mr. McHale. As an adequate preparation for reading Spanish literature, however, a much more extended study of verbs and the principles of syntax would be indispensable.

CLARENCE KING MOORE,
University of Rochester.

BOOK NOTICES

CARVER, THOMAS NIXON. "Principles of Political Economy." Cloth, ix-588 pp. Price, \$1.96. Ginn & Company, Boston, New York, Chicago.

MCGOWAN, ELLEN BEERS and WAITE, CHARLOTTE. "Textiles and Clothing." Cloth, illustrations, ix-268 pp. Price, \$1.10. The Macmillan Company, New York.

JUDD, CHARLES H. "Survey of the St. Louis Public Schools." Educational Survey Series, Vol. 1, Organization and Administration, 285 pp. Vol. 2, The Work of the Schools, 365 pp. Vol. 3, Finances, 252 pp. Cloth, diagrams and charts. Price, \$2.25 per Vol. World Book Company, Yonkers-on-Hudson, N. Y.

LEWIS, WILLIAM D., and SINGER, EDGAR A. "The Winston Simplified Dictionary." Cloth, illustrated, xxii-820 pp. Price, 96c, postpaid. The John C. Winston Co., Philadelphia, Chicago.

GARDNER, EDWARD H. "Constructive Dictation." Plan Your Letter. Cloth, 376 pp. Price, \$1.00. The Gregg Publishing Co., New York, Boston, Chicago.

WALSH, JOHN H. "Walsh's Business Arithmetic." Cloth, viii-496 pp. Price, \$1.20. The Gregg Publishing Co., New York, Boston, Chicago.

FISHER, ELIZABETH F. "Resources and Industries of the United States." Cloth, illustrated, x-246 pp. Price, 80c. Ginn & Company, Boston, New York, Chicago.

ANDRESS, J. MACE. "Health Education in Rural Schools." Cloth, illustrated, xii-221 pp. Price, \$1.60. Houghton Mifflin Co., Boston, New York, Chicago.

CRAWFORD, DOUGLAS G. "The Study of English." Cloth, illustrated, xxi-338 pp. Price, \$1.20. The Macmillan Company, New York.

LYNDE, CARLETON J. "A Laboratory Course in Physics of the Household." To accompany Lynde's Physics of the Household. Cloth, illustrated, xv-146 pp. Price, 90c. The Macmillan Company, New York.

Importing Teachers

MAY BECOME A NECESSITY if the present scarcity continues a year or two longer—at present it is **SOMETHING OF A LUXURY.**

For September we have been able to secure one young French woman, who will come to the Gloversville high school. When Superintendent Estee called upon us on March 27 and asked us to recommend a first-class French teacher, we told him we could give him at \$1200 a native French teacher, who had taught in an English school, and that Gloversville would be fortunate to get her before she was recommended elsewhere. After looking over her correspondence, credentials, and photograph, he agreed with us and said if the Education Department would certify her the place was hers. We called up Dr. Wheelock, who said he wished we could get more of that kind over here. So we cabled the offer, on Friday, and on Tuesday received its acceptance,—less than a week to make contract between two countries. We anticipate that French will be the most popular subject in the Gloversville high school next year.

OUR AGENCY DOES OTHER INTERESTING AND EFFECTIVE WORK

besides occasionally importing a teacher, as many of its members are willing to testify. It is a frequent surprise to our candidates to be offered appointments before they have made applications. Last year we telephoned one Saturday to two women to begin work the next Monday at \$1200 in places they did not even know the location of. Last month one of our men was appointed in Lyons before they knew his name. For September we can offer candidates a choice of many good positions, in every section of the State and in outside States, east, middle west and extreme west. **Registration blanks mailed on request.**

THE SCHOOL BULLETIN TEACHERS AGENCY, Syracuse, N. Y.
C. W. BARDEEN, Manager.

The Old Woman Who Lived in a Shoe

WHAT the Michigan State Board of Health portrays is acknowledged by every thoughtful person. The evils from the school outhouse are so historic that the leading State Departments of Education are now rapidly condemning them.

Mr. Frank H. Wood, Head of the Division of Grounds and Buildings, New York State Department of Education, says:

"The doom of the foul, unsanitary outdoor closet has been sounded. It must be speedily abandoned, as indoor sanitary closets are now within the reach of all schools."

It became the privilege of the founders of Kaustine Company, Inc., to lead the way into this important reform; and to-day the Kaustine Toilet is officially approved and recognized in the leading states of America and Canada.



Michigan State Board of Health

There Was An Old Woman Who Lived In A Shoe. She Had So Many Children She Didn't Know What To Do.

informa-
write the Home
ice—KAUSTINE
MPANY, Inc.,
N. Y.

Kaustine
Waterless Toilets

Agencies every-
where. Hundreds of
New York Schools
already equipped.

Please mention the "Journal" when corresponding with advertisers.

Digitized by Google

Before Purchasing SCHOOL FURNITURE

Do not fail to send for our catalog and prices of

Movable Chair Desks

Tablet Arm Chairs

Combination Desks

Auditorium Chairs

Teachers' Desks

Portable Folding Chairs

"EMPIRE" furniture means QUALITY

EMPIRE SEATING COMPANY, Inc.

430 East Main Street, Rochester, N. Y.

A NEW WEBSTER HISTORY

The host of teachers who, along with pupils, have been enjoying Webster's Ancient History will be glad to see this announcement of

Webster's Medieval and Modern History

Now, the good time may be continued in the second year. You remember the class using Webster's Ancient History that had read so far ahead it passed the Regents examination at midyear. If you think there is anything inherently wrong in having your pupils enjoy their work in history, unusual as this may be, do not use Webster. "Interesting as a novel," was the unanimous verdict on the Ancient History. The Medieval and Modern History is like it in this and other respects. It has the same high character of illustrations, maps and pedagogy and it's Webster from cover to cover.

D. C. HEATH AND COMPANY

231-245 WEST 39th STREET

Please mention the "Journal" when corresponding with advertiser

The Journal

of the New York State
Teachers' Association



Published Monthly at Rochester by
The New York State Teachers' Association

June, 1919

The Journal

of the New York State Teachers' Association

Entered as second-class matter at the Post Office, Rochester, N. Y., February 17, 1914. Acceptance for mailing at special rate of postage provided for in section 1103, Act of October 3, 1917, authorized September 12, 1918.

Published monthly by the New York State Teachers' Association on the 15th day of January, February, March, April, May, June, October and November, at 5 South Water Street, Rochester, N. Y.; A. G. BROOKS, Publisher.

EDITORIAL COMMITTEE: GEORGE M. FORBES, University of Rochester; GEORGE P. BRISTOL, Cornell University, Ithaca; RICHARD A. SEARING, North Tonawanda.

CHANGE OF ADDRESS. Members of the Association and subscribers should notify the Secretary, Richard A. Searing, North Tonawanda, promptly of any change of address.

COMMUNICATIONS should be addressed to the Secretary, Richard A. Searing, North Tonawanda.

SUBSCRIPTION PRICE for the JOURNAL to all who are not members of the New York State Teachers' Association is \$1.50 per year, eight issues. Postage is prepaid.

ADVERTISING. Application for advertising space and rates should be made to the Publisher, A. G. Brooks, 5 South Water Street, Rochester.

NEW YORK STATE TEACHERS' ASSOCIATION

Officers, Nineteen Hundred Nineteen

President—JUDSON S. WRIGHT, Falconer.

Vice-President—H. D. DE GROAT, Cortland.

Secretary—RICHARD A. SEARING, North Tonawanda.

Treasurer—W. H. BENEDICT, Elmira.

Executive Committee: Terms expire in 1919—DR. A. C. THOMPSON, Brockport; HOWARD G. BURDGE, Wellsville. Terms expire in 1920—MRS. ROSE MINNICK, Glens Falls; C. EDWARD JONES, Albany. Terms expire in 1921—DR. H. S. WEET, Rochester; W. E. PIERCE, East Aurora.

Ex-Officio Members—President JUDSON S. WRIGHT, Secretary RICHARD A. SEARING, Treasurer W. H. BENEDICT.

Committee on Legislation—Chairman, JOHN A. DE CAMP, Utica; DANIEL J. KELLY, Binghamton; DR. A. R. BRUBACHER, Albany; DR. C. EDWARD JONES, Albany; MRS. ROSE MINNICK, Glens Falls.

Committee on Teachers' Welfare—Chairman, DR. THOMAS D. WOOD, Columbia University, New York City; DR. CLINTON MCCORD, Albany; HENRY D. HERVEY, Auburn; MISS SOPHIE BECKER, Buffalo; MISS MABEL SIMPSON, Rochester; MRS. DOROTHY CONNOLLY, Jamestown; SUPT. L. W. SWAIN, Westfield; DR. A. R. BRUBACHER, Albany; EDWARD F. BROWN, New York City.

Special Committee on Teachers' Pensions—DR. A. R. BRUBACHER, Chairman, Albany; SUPT. RAY P. SNYDER, New York Mills; MISS ADA M. BAKER, North Tonawanda.

SECTION CHAIRMEN—1919

Classical Section—Pres., GEORGE D. KELLOGG, Union College, Schenectady; *Commercial*—Pres., G. M. YORK, State College for Teachers, Albany; *Elocution*—Pres., H. M. TILROE, Syracuse University; *English*—Pres., A. B. SIAS, West High School, Rochester; *Evening Schools and Americanization (Evening School and Immigrant Education Sections combined)*—Pres., W. C. SMITH, State Education Dept., Albany; *Fine, Industrial and Household Arts*—HARRY W. JACOBS, Buffalo; (a) *Fine Arts*—Vice-Pres., EUNICE PERRINE, State College for Teachers, Albany; (b) *Household Arts*, Vice-Pres., MARION VAN LIEW, State College for Teachers, Albany; (c) *Industrial Arts*—Vice-Pres., ALFRED BINGHAM, 192 Waverly St., Buffalo; STEWART F. BALL, Buffalo; *History Association*—Pres., EDWARD P. SMITH, High School, North Tonawanda; *The New York State School Hygiene and Physical Education Association, meeting as a section of the New York State Teachers' Association*—Pres., LAWRENCE S. HILL, 815 Myrtle Ave., Albany; *Kindergarten*—Pres., LUELLA A. PALMER, 510 West 123rd St., New York City; *Library Section*—Pres., ALLEN ABBOTT, Columbia University, New York City; *Mathematics*—Pres., E. E. ARNOLD, State Education Dept., Albany; *Modern Language Association*—Pres., DR. JONAS, New York City; *Music*—Pres., MISS EMMA J. DEVENDORF, Gloversville; *Normal and Training School*—Pres., GRANVILLE B. JEFFERS, President, Training School, Schenectady; *Penmanship*—Pres., ALICE E. BENBOW, Schenectady; *Primary*—Pres., LUTHER N. STEELE, Canandaigua; *Rural School*—Pres., SUPT. M. B. FURMAN, East Rochester, 2nd Dist., Monroe Co.; *Section of New York State Council of Elementary School Principals and Teachers*—Pres., NATHANIEL G. WEST, School No. 6, Rochester; *Science Section*—Pres., B. O. BURGIN, Albany High School; *School Administration*—Pres., CHARLES S. WILLIAMS, Hudson; *Subnormal and Backward Children*—Pres., LEILA MARTIN, Dept. of Education, Rochester; *N. Y. State Science Teachers' Association*—Pres., H. A. CARPENTER, West High School, Rochester; Sec.-Treas., E. E. FORD, West High School, Rochester.



A GREAT HISTORY WITH A GREAT RECORD

MONTGOMERY'S

Leading Facts of American History

Has never been equaled in staying qualities

Used by multitudes of school children for more than a quarter of a century, its use is greater to-day than ever before.

No other book so satisfactorily meets the New York Syllabus requirements for the seventh and eighth grades.

Boynton's Syllabus of Civics

is supplied without charge to all schools in New York State using Montgomery's Leading Facts of American History as a regular class textbook.

GINN AND COMPANY, Publishers

70 Fifth Avenue, New York

SYRACUSE UNIVERSITY SUMMER SESSION

July 7th—August 15th

GRADUATE, COLLEGE, and ELEMENTARY COURSES

Physical Education in all branches to meet requirements of New York State Syllabus.

Methods of Teaching Secondary School Subjects as practiced in the most modern schools: Oral English, English, Mathematics, Science, etc. Teaching staff includes heads of departments from larger high and normal schools as well as members of regular faculty.

Spanish, Conversational French, History, Public Health Nursing, etc., to meet present demands.

Pedagogy: Courses to meet requirements of the State Teachers' Examinations for college graduates.

Fine Arts Courses, Painting, Drawing, Design, Vocal Music, Instrumental Music, Methods.

TUITION, \$25.00

BOARD AND ROOM, FROM \$7.50 A WEEK UP

For further information, write to
M. ELLWOOD SMITH, Director

CORNELL UNIVERSITY

The Twenty-Eighth Summer
Session and Summer Term in
Arts and Sciences

July 5-August 15

offer to teachers and to students enlarged opportunities for study in substantially all college subjects. Provision also for graduate work. Complete University facilities: libraries, laboratories, shops, farms. Beautiful surroundings at head of Cayuga Lake.

Full Announcement on request to Secretary of Summer Session, Ithaca, N.Y.

THE ALDINE SPELLER



IN offering this new Speller for the consideration of those who are concerned with the teaching of this important subject, the publishers desire to call attention to the following distinguishing features:

1. Carefully prepared instructions to the teacher.
2. Phonetic lists on which words in common use are based.
3. A systematic and comprehensive presentation of the words and spelling facts that every pupil must learn.
4. A progressively expanding vocabulary fitted to the pupil's present and future needs.
5. A large number of dictation exercises based on the words found in the spelling lesson.
6. Special stress laid on the most difficult words.
7. Oft-repeated drills on the real trouble-makers.
8. Omission of words seldom used in speaking and writing.

FOUR-BOOK EDITION

THE ALDINE SPELLER, Part I, Grades 1 and 2.
THE ALDINE SPELLER, Part II, Grades 3 and 4.

THE ALDINE SPELLER, Part III, Grades 5 and 6.
THE ALDINE SPELLER, Part IV, Grades 7 and 8.

TWO-BOOK EDITION

THE ALDINE SPELLER, Grades 1-4.

THE ALDINE SPELLER, Grades 5-8.

NEWSON & COMPANY, 73 Fifth Avenue, NEW YORK. 623 S. Wabash Avenue, CHICAGO.

HOUGHTON MIFFLIN COMPANY'S

New Books for High Schools

SPANISH TAUGHT IN SPANISH. \$1.00

By CHARLES F. McHALE. Written for beginning classes in Spanish in high schools and colleges, this text is adapted to all systems of teaching. It employs vital, living lessons in Spanish from the very start. It insures correct pronunciation. It accustoms the student to think in Spanish. It is the quickest method known which has proved its efficiency in application.

THE SCIENCE OF EVERYDAY LIFE. *Illustrated.* \$1.40

By EDGAR F. VAN BUSKIRK and EDITH LILLIAN SMITH. This textbook is planned for grades VIII or IX, or Junior High School. The PROJECT METHOD of teaching is emphasized throughout the book with the resulting opportunity for meeting individual interests, aptitudes, and needs of pupils. No elaborate equipment is required for the presentation of the course.

PRACTICAL BUSINESS ENGLISH. \$.92

By OSCAR C. GALLAGHER and LEONARD B. MOULTON. An effective and inspiring course in business English. All the exercises have been drawn from business life and represent the methods of highly successful houses. Advertising, Oral Salesmanship, Sales Letters, etc., are fully covered. With his training in English, therefore, the pupil will derive an invaluable knowledge of the best business usage.

Teachers' Books for Summer Reading

PUBLIC EDUCATION IN THE UNITED STATES , by Ellwood P. Cubberley . . .	\$1.80
THE CURRICULUM , by Franklin Bobbitt	1.50
MEASURING THE RESULTS OF TEACHING , by Walter Scott Monroe . . .	1.60
CLASSROOM ORGANIZATION AND CONTROL , by Jesse B. Sears	1.75
HEALTH EDUCATION IN RURAL SCHOOLS , by J. Mace Andress	1.60
THE TEACHING OF AGRICULTURE , by Aretas W. Nolan	1.30
HOW TO TEACH THE SPECIAL SUBJECTS , by C. N. Kendall and G. A. Mirick . .	1.60

HOUGHTON MIFFLIN COMPANY, Boston, New York, Chicago

Digitized by Google

"Walsh's Business Arithmetic"

By John H. Walsh, Associate Superintendent of Schools, New York City, author of the Walsh Arithmetic Series.

Even your girls will like this book because it deals with real living problems. Problems of the home, the farm, the store, the factory, the wage earner, the professional man, of interest alike to girls and boys, all treated in a way that will catch and hold interest. Teaches the fundamental principles of accounts and prepares for the formal study of bookkeeping. From beginning to end the *business way* is emphasized. Teaches the student to change his motto from "Slow but Sure" to "Quick and Accurate."

Vitalize Your Arithmetic Instruction

by introducing this book next September. Attractively and substantially bound in cloth, 504 pages.

SEND TO NEAREST OFFICE FOR SAMPLE COPY

THE GREGG PUBLISHING COMPANY

New York Boston Chicago San Francisco

The College of the City of New York

offers a special clinical course to train teachers in the

Correction of Speech Defects

June 30 - August 1

Conducted by Dr. Frederick Martin

Director of Speech Improvement, Board of Education,
New York City, President of the National Round
Table for Speech Improvement.

This unique course is offered to meet the present nation-wide demand for teachers of speech improvement and specialists to correct speech defects.

For particulars address

Secretary, Department of Speech Improvement,
157 East 67th St., New York City.

Vocational Guidance and Character Analysis

A scientific determination of the mental abilities and exact vocational direction. This course is especially valuable to school superintendents, principals, teachers, employment managers, and those desirous of entering the vocational guidance field.

It also enables you to judge prevocational abilities in advance of their educational development.

Special Summer Courses for Teachers

Write for descriptive booklets and full information

MERTON INSTITUTE

96 Fifth Avenue (at 15th Street) New York

BOOKS in small or large lots can be secured to the best advantage from

THE BAKER & TAYLOR CO.

Wholesale Dealers in the Books of All Publishers
354 Fourth Ave. NEW YORK At Twenty-Sixth St.

**BUY
WAR SAVINGS
and
THRIFT
STAMPS**

SUPERINTENDENTS—TEACHERS—ALL EDUCATORS

Attending the N. E. A., June 29 to July 5

We extend to you a personal invitation to stop off in Chicago on your way to or from Milwaukee and visit the Agricultural Extension Department of the International Harvester Company, sixth floor, Grant Park Building, 624 South Michigan Avenue.

We will show you the **ROTATION PLAN FOR VITALIZING THE TEACHING OF AGRICULTURE IN RURAL SCHOOLS.**

You will see how it works; what it does for the Pupils, the Teachers, the Community.

The Rotation Plan has been such a great success in 900 schools in Missouri that it has attracted nation-wide attention and is to be introduced into South Dakota, Oklahoma, Texas and Arkansas. Teachers using the Rotation Plan have had salary increases of from \$10 to \$40 a month.

Dr. A. E. Winship, Editor of the Journal of Education, Boston, says:

"The Rotation Plan is the biggest idea in education since the time of Horace Mann. It is destined to vitalize our entire educational system."

We offer help to every educator, in whatever line he may be interested.

We will take pleasure in showing you our *Lecture Charts, Lantern Slides, and Moving Picture films*, covering a wide range of subjects, and in explaining our plan for loaning these to any one.

You will see our *stencils* for use in the Rotation Plan, and learn how to make your own charts.

You will become familiar with our Visual Method of Instruction.

We will take pleasure in showing you our pictures of Birds, Insects, Live Stock, Poultry, etc., prepared especially for schools.

You will be interested in our large number of booklets and other literature on Agriculture, Live Stock, Home Economics, Sanitation, etc., particularly adapted for supplementary reading.

We will endeavor to make your visit pleasant and profitable. *We want to help you.*

INTERNATIONAL HARVESTER COMPANY

Agricultural Extension Department

P. G. Holden, Director, Chicago

New Cambridge University Books

FOR SCHOOLS AND COLLEGES

HISTORY OF MODERN FRANCE

By **EMILE BOURGEOIS**. In two volumes. Vol. I, 1815-1852; Vol. II, 1852-1915. Crown. 8vo. Price for the two volumes (not sold separately), \$5.50.

M. Bourgeois is Professor of Diplomatic and Political History at the University of Paris, and for the past twenty years has also taught Modern History at the Ecole des Sciences Politiques. He has been one of the advisers of the French government during the recent Conference. In this History he has traced the lines of that remarkable political evolution through

which France has been able to realize the principles and to establish the institutions of democracy. He has endeavored to treat the events and the personalities of this difficult and complex period with impartiality, and to write without political bias, in both of which, so authorities state, he has succeeded. An invaluable historical work.

THE STORY OF DOCTOR JOHNSON

being an introduction to Boswell's Life, by S. C. ROBERTS, M. A., Sometime Scholar of Pembroke College, Cambridge. Crown, 8vo., illustrated, \$1.50. It is the author's belief that Boswell's Life can be read

with more pleasure, if one has first read the story of Dr. Johnson in a simple form, and he hopes that the reading of this book may result in an even wider circle of readers for the old and well-known work.

GERMANY, 1815-1890

By **SIR ADOLPHUS WILLIAM WARD, F.B.A., Litt.D.**, Master of Peterhouse. In three volumes, sold separately, each \$3.75. By the recent publication of Volume III, this important work is now complete. Vol. I, 1815-1852; Vol. II, 1852-1871; Vol. III, 1871-1890.

No such compact mass of information about the German states between 1815 and 1890 as is contained in this book has previously appeared in English.

Probably no other Englishman has so much knowledge of the subject as the Master of Peterhouse. The book is characteristic of a scholar's industry; Sir Adolphus Ward increases the sum of knowledge, but he has not prejudices to serve, and indeed no particular conclusions to impress upon us. As a book for consultation and reference as to facts we know of no other like this."—*The Spectator*.

G. P. PUTNAM'S SONS, Educational Department, 2 West 45th St., NEW YORK

American Representatives for the Cambridge University Press, England

TEACHERS' AGENCY DIRECTORY

The following is a reliable list of Teachers' Agencies to whom superintendents of schools and school board members may apply at any time for the filling of any position.

KELLOGG'S AGENCY, 31 UNION SQUARE, NEW YORK

HAS BEEN ESTABLISHED 25 YEARS.

This agency makes a constant search for high grade teachers and recommends with care. Only superior teachers are accepted. Teachers are supplied all the year round. If you need a good teacher or know where one is wanted, send particulars. THE ACTIVE, GENEROUS WORK OF THIS AGENCY HAS SATISFIED THOUSANDS OF TEACHERS.

Interstate Teachers' Agency

501-503 Livingston Building,
ROCHESTER, N. Y.

The manager of this agency has had twenty years' experience as teacher and superintendent of schools, and ten years' successful experience as manager of a rapidly growing agency. He personally selects and recommends candidates with care. The success of this agency is vouched for by many of our best superintendents, college presidents and normal school principals. Send for circular.

T. H. ARMSTRONG, Proprietor

HARLAN P. FRENCH, President

WILLARD W. ANDREWS, Secretary

ALBANY TEACHERS' AGENCY, Incorporated

Supplies Schools of All Grades with Competent Teachers.

Assists Teachers in Obtaining Positions

We receive calls for wide-awake and progressive teachers from every State in the Union, and we want more such teachers upon our list. NOW IS THE TIME TO REGISTER SEND FOR BULLETIN 81 Chapel Street, Albany, N. Y.

Albert TEACHERS' AGENCY

34TH YEAR

NEW YORK 437 Fifth Avenue
DENVER Symes Building
SPOKANE Peyton Building
ADDRESS ANY OFFICE

25 E. Jackson Blvd., Chicago

Our booklet "Teaching as a Business" with timely chapters on Peace Salaries, Prospects, Critical Letters of Application, etc., sent **FREE**

SPECIALISTS' EDUCATIONAL BUREAU

TEACHERS, GET A BETTER POSITION. Try the "Bureau for Specialists." Registers College Graduates exclusively (vocational teachers excepted). No grade school positions. Fills the better places only. Covers all States. ASK FOR DETAILS.

1504 S. GRAND AVE., ST. LOUIS, MO.



Thurston Teachers' Agency

Short Contract. Guaranteed Service. Write for our Free Booklet How to Apply. 26th Year
E. R. NICHOLS, Mgr. 221 S. Mich. Ave. CHICAGO, ILL.

CLARK TEACHERS AGENCY

YOU JOIN PERMANENTLY FOR ONE FEE—ALL 7 OFFICES



B. F. CLARK
Founder—29th Year

Spokane, Wash.
Cham. of Com. Bldg.
Paul S. Filer

Kansas City, Mo.
N. Y. Life Bldg.
Dr. J. H. Hill

St. Paul, Minn.
Exchg. Bank Bldg.
Dr. T. Morey Hodgman

New York
Flatiron Bldg.
E. L. Gregg

Baltimore
Munsey Bldg.
H. E. Smith

Chattanooga, Tenn.
Temple Court Bldg.
E. E. Black

CHICAGO, Steinway Hall

B. F. Clark Maj. H. D. Bargeit C. E. Lutten (Music)

"SHORT UNDERSTANDABLE CONTRACT"

MODERN HISTORY

The new courses in history for high schools include modern history as a required subject, in preparation for intelligent citizenship. A full year is to be devoted to the modern period, especially since 1789. Present-day conditions and problems are to be studied carefully and their development traced, and social and economic history is to be strongly emphasized. Old text-books in medieval and modern history, even though repaired and readjusted, do not meet these new requirements.

Ashley: Modern European Civilization

This new book has three especially important points of superiority:

(1) It is really a *modern* history. Over 80 per cent. of the space is given to the history since 1789, nearly 60 per cent. to the history since 1849. The Great War and present conditions in Europe occupy the four concluding chapters.

(2) It gives a larger amount of material on *social* and *economic* conditions and development than any other high school text book in this subject. It is a history of peoples rather than of dynasties or oligarchies.

(8) It is a text-book worked out in the high school, written by a high school teacher for high school pupils. Its simple style, careful organization, and adequate equipment make it by far the *easiest* of text-books in modern history. (Adopted for exclusive use in two states and many cities since January 1, 1919.)

THE MACMILLAN COMPANY, 64-66 Fifth Avenue, NEW YORK



A Great Aid in Teaching Phonetics

BRADLEY'S PHONETIC DESK CARD

This device is designed for review work in phonetics, and should be placed before pupils after they have mastered the simple phonograms and consonants. The phonograms are printed on the card for the sake of convenience in handling and the consonants are cut in small squares to fit a blank space to the left of each phonogram. The pupil takes the consonant and places it in the blank space before a phonogram, which, together with the consonant, completes the word.

The teacher can determine at a glance the individual child's knowledge of phonetics by noting the results of his efforts to make complete words on his card.

The card offers several hundred possible combinations and covers the simple phonetic words taught during the first stages of the development of reading. Put up in durable box.

PRICE, PER BOX, \$0.20; MAILING WEIGHT, 7 OZ.

MILTON BRADLEY COMPANY, SPRINGFIELD, MASS.

American Community Civics for New York State

(See Journal, May Adv., for description)

Supplementary Reading for Third or Fourth Year

"Two Little Southern Sisters and Their Garden Plays"

A beautiful new reader giving work-play to dramatize and then to read with expression—delightfully different. You will want it—order now.

"Children's Method" Manual and Up-to-Date Readers

For First and Second Years

Follows the best modern ideas for reading—words and stories dramatized, then read with joy. Everybody wants this series.

"Campbell & Hughes Arithmetics"

are sane, practical—quantities of mental drill, abundant concrete problems. Plain type. Daily use secures expert results. Claimed to be the best by teachers using them.

"Nivers Geographies"

are just what you need. Send in your orders now.

HINDS, HAYDEN & ELDREDGE, Inc.

JOHN C. ROCKWELL

11 Union Square, NEW YORK CITY

Winning a Cause

A NEW BOOK

By **THOMPSON and BIGWOOD**, Authors of

LEST WE FORGET

America's Part in the World War

from the declaration of war to the deliberations of the Peace Conference, forms the theme of this new book. From every branch of the service, the army, the navy, the marines, the aviators, the authors have gathered stories of pluck and heroism; nor have they overlooked the work of the secret service, of civilians, and of the women in hospital and factory. Concurrent military and political events during America's participation in the war have been admirably treated.

Much important documentary material has been reprinted. Extracts from the letters and narratives of soldiers, sailors, and aviators have been included, also some of the best poetry produced by the war.

SILVER, BURDETT & COMPANY

BOSTON

NEW YORK

CHICAGO

SAN FRANCISCO

The Journal

of the New York State Teachers' Association

VOLUME 6

JUNE 15, 1919

NUMBER 5

CONTENTS

	PAGE
ADEQUATE COMPENSATION FOR TEACHERS IN NORMAL SCHOOLS	<i>John A. H. Keith</i> 159
HOW TO TEACH PUPILS RESPECT FOR PROPERLY CONSTITUTED AUTHORITY	<i>Frank S. Fosdick</i> 164
MILITARY PSYCHOLOGY AND ITS EDUCATIONAL APPLICATIONS	<i>L. A. Pechstein</i> 169
AIMS IN READING	173
SCHOOL EXPENSE CONSIDERED AS AN INVESTMENT	<i>S. O. Hartwell</i> 178
THE NATION'S NEED OF PHYSICAL EDUCATION	<i>Willard S. Small</i> 181
HOW MAY THE PREPARATION OF TEACHERS FOR AMERICAN PUBLIC SCHOOLS BE MADE WORTHY OF A GREAT DEMOCRACY?	<i>W. G. Coburn</i> 184
NEW REGULATIONS FOR THE CERTIFICATION OF SCHOOL LIBRARIANS	<i>Dr. Sherman Williams</i> 189
THE UNITED STATES BOYS' WORKING RESERVE	<i>H. W. Wells</i> 190
BOOK NOTICES	191
BOOKS RECEIVED	195

Published by the New York State Teachers' Association
Rochester, N. Y.

ANNOUNCING

Moore & Halligan's Plant Production

Part I—Agronomy

Part II—Horticulture

By RANSOM A. MOORE, Professor of Agronomy, the University of Wisconsin, Madison, and CHARLES P. HALLIGAN, B. S., Professor of Landscape Gardening, Michigan Agricultural College, East Lansing

428 pages, 210 illustrations

THIS instruction in Moore & Halligan's Plant Production meets the requirements of the Smith-Hughes law enacted by Congress and is practical, and of immediate application. The book is designed for use in all kinds of high schools, junior, regular, and senior, which offer instruction in agriculture. It is particularly adapted to vocational schools. Its plan conforms to every requirement of vocational boards.

How It Differs from Other Textbooks

- 1 Covers the whole field of plant production—both agronomy and horticulture—and not merely one division of the subject as heretofore.
- 2 Is an economical purchase, since only one volume is necessary.
- 3 Presents only methods which have been thoroughly tried out by the authors in many years of successful teaching.
- 4 Provides the kind of practical vocational work required by the Smith-Hughes law.
- 5 Necessitates a close correlation between the classroom instruction and everyday affairs of life.
- 6 Contains an unusually rich and numerous collection of illustrations with captions that really throw light on the subject.

AMERICAN BOOK COMPANY

NEW YORK

CINCINNATI

CHICAGO

BOSTON

ATLANTA

The Journal

of the New York State Teachers' Association

JUNE, 1919

ADEQUATE COMPENSATION FOR TEACHERS IN NORMAL SCHOOLS

John A. H. Keith, Principal State Normal School, Indiana, Pa.

IN 1915-16, the State Normal Schools of this country received \$10,121,884 for support. If 80% of this amount were spent for the salaries of teachers, the sum thus spent, \$8,097,507.20, seems very large. But this sum was divided among 6,642 teachers, thus equaling an average annual salary of \$1,219.13. There is no way of knowing whether 80% is the correct figure or not. It is probably high enough for all schools whose only income is from the state. There are, however, many schools whose term and other fees become available for purposes of support in addition to appropriations from the state treasury. The matter may be pursued a bit farther to see how different sections of our country fare under the hypothesis of 80% of support money going into salaries of teachers. The figures are arranged from data given in Vol. II of the Report of the U. S. Commissioner of Education for 1917, pp. 447 and 452, and relate to the school year 1915-1916.

These figures are probably not far from the correct ones, and they are probably above the average. I know that they seem to belong to the Lower Devonian Era, and yet they compare most favorably with \$563.08, the aver-

age annual salary of all public school teachers for the same year. And they not only prove that the Golden Age is in the future, if anywhere; they show that the sage advice of Horace Greeley has not lost its value.

I have gone to the trouble of getting reports for the current year from eleven widely scattered normal schools. I have grouped these by sections to show how the actual facts compare with the 80% hypothesis. The table follows and is self explanatory.

Comparing now the average annual salary found by averaging current salaries at eleven schools with the 80% hypothesis, the present actual average salaries are found to be \$150.51, or 12.34% higher than the 80% hypothesis. But the hypothesis is worked out for 1915-1916, and three opportunities for war time increases have intervened. Therefore, the 80% hypothesis is probably high enough for present facts.

The normal school teachers of Wisconsin (page 6 of their mimeographed statement to the responsible boards and to the legislature) quote the average annual salaries for normal school teachers for the present year—without any reference to the number of weeks of ser-

TABLE 1.

Section of Country	No. of Teachers	Received for Support	Support per Teacher	80% of Support equals Average Annual Salary
North Atlantic Division.....	1945	\$2,088,534	\$1,073	\$ 858.40
North Central Division.....	2233	4,181,034	1,882	1,505.60
South Atlantic Division.....	823	941,858	1,144	915.20
South Central Division.....	1030	1,416,894	1,375	1,100.00
Western Division.....	611	1,493,564	2,444	1,955.20

TABLE II.

SALARIES AT ELEVEN STATE NORMAL SCHOOLS

January, 1919.

Section of Country	No. of Teachers	Total Annual Salaries	Average Annual Salary	No. of Weeks	Average Weekly Salary
North Atlantic States					
1.	13	\$13,525.00	\$1,040.38	38	\$27.38
2.	11	13,575.00	1,234.09	36	34.28
3.	30	51,140.00	1,704.66	39	43.71
4.	22	28,150.00	1,280.00	40	32.00
Totals & Average	76	\$106,390.00	\$1,399 +	2940	\$36.18
Southern States					
5.	15	\$23,000.00	\$1,313.32	47	\$27.93
6.	29	24,835.00	1,201.21	39	30.80
7.	22	45,000.00	2,045.45	42	48.70
8.	18	26,334.32	1,463.00	36	40.63
9.	16	16,313.28	1,019.58	32	31.86
10.	43	59,059.17	1,373.46	36	38.15
Totals & Average	143	\$194,541.77	\$1,360.43	5958	\$32.65
A Mid-West School					
11.	35	\$46,857.50	\$1,339.28	36 (1260)	\$37.75
Totals & Averages	254	\$347,789.27	\$1,360.64	10,158	\$34.23

vice rendered—as \$1,489 for 369 teachers in Wisconsin, or \$41.36 per week for 36 weeks.

As Secretary of the Committee on Surveys and Standards of the National Council of Normal School Presidents and Principals, I have had access to the working sheets of some fifteen Self-Surveys. The average annual salary of the State Normal School teachers, revealed by these surveys, is a little above \$1,500. Schools with meagre salaries are sensitive about publicity. There are very few states in which the salaries of normal school teachers are published in any form. I can not refrain from saying (parenthetically) that the general public doesn't know how inadequate these salaries are.

There are three angles from which this matter of salaries may be viewed,—that of the teachers themselves, that of the presidents and the governing boards, and that of the members of the legis-

latures of the several states. The latter are not usually well and truly informed on the matter, nor are they easily interested in it. The fundamental reason for this lack of interest is that the normal schools are removed from the turbulent current of politics in the several states. Legislators are interested in public education in its general phases, but details are usually tiresome to them, primarily because there is no excitement about it. Everyone who has tried to get salary increases of any kind from a legislature has confessed to the power of General Apathy,—the winner of so many bloodless battles.

The governing boards and the executive officers are usually aware of the need for salary increases, but they have to plan their campaigns with legislatures in terms of what they think they can get rather than in terms of what they know they ought to have. It is easy to criticise this attitude, and yet it has

brought us all the advance that has been made. All of the straightforward attempts to get what governing boards know their teachers ought to have, and of which I have had personal knowledge, have come to naught. The great and crushing arguments are that it would create a precedent that would bankrupt the state, and that, if the teachers are not content to work for the salaries they receive, let them resign and go elsewhere. It is difficult for the teachers who have worked with unfailing devotion for the fundamental welfare of the state to appreciate this all too frequent legislative attitude.

Every normal school executive knows that he is losing teachers all the while because of inability to pay reasonably adequate salaries. This causes chagrin, pain, and disquietude of soul for which no specific has yet been discovered, but which is intensified by the equally certain knowledge that he cannot command the services of the people who by training and experience in public school work are best fitted to carry on the preparation of the next generation of teachers. What can a president do, say, when in search of a man to organize a Rural School Department in his school, having available \$1,800 as salary inducement to offer to men who receive from \$2,500 to \$4,000? What is he to do, say, when he can offer only \$2,500 to the Principal of the Training School, and when the men who are qualified to fill the position already command salaries from \$3,000 to \$5,000. He does the best he can, partially recovers after awhile, and decides to take it up with his governing board again, and go again to the legislature.

Those who are to discuss this paper will present the matter from the point of view of the teachers themselves, and they will probably be able to convince you that mankind has been very unkind to them. They may also be able to suggest some principles of salary adjustment which will be effective with the public generally and with legislatures. In particular, they may be able to tell you what salaries would satisfy the normal school teachers of this country at the present time.

A salary schedule is not a contract or binding obligation until it has been adopted by the power which provides the money. This means that salary schedules for normal school teachers must be adopted by legislatures before they become binding contracts. This, in turn, means that the schedule must be written into the law. When thus written into the law, it is taken as a matter of course, as an established custom, and it is very difficult to change, as state officers have learned, as governmental employees of all grades have learned,—through exceeding great grief. During a period of decreasing purchasing power of the monetary unit, such a fixed schedule always works injustice to the employee. If the movement starts the other way, those who guard the public purse are eager to reduce taxes, and salary schedules are easy prey to this eagerness. The matter cannot be handled satisfactorily by minimum wages, for the tendency of the minimum wage is always toward the establishment of itself as the prevailing wage. Salary schedules by governing boards which are dependent upon other bodies for their funds are at best temporary arrangements which are successful only until a crisis arises. Budgetary schedules are difficult of adjustment and rarely have the binding force of law. For my own part, I have never been willing to have written into the law any normal school salary schedule that could have passed the legislature; and, on the contrary, the legislature has shown equal reticence about the schedule that was satisfactory to me. It should be clearly kept in mind that any salary schedule that doesn't amount to a contract is, in a last analysis, only a generous wish.

There is another difficulty with salary schedules. They must either be automatic or else somebody must say that the employee under consideration is worthy of the increase. The automatic schedule creates a maximum of injustice by its predetermined mechanism. It has not proved satisfactory to those who have been its beneficiaries. If the schedule is not automatic, a great responsibility is placed on the executive, and teachers are apparently unhappy be-

cause the responsibility is not theirs individually. It was the wise, though crusty, Carlyle who said: "There is always a dark spot in our sunshine; it is even the shadow of ourselves."

No salary schedule can be a permanent affair. The fluctuations of the purchasing power of the money unit forbid. The proportionate share which wages is of total production also fluctuates, and with it there should be fluctuations in the compensation of teachers. And there are great economic drifts,—world movements for which no one person or nation is responsible, and great cataclysmic-wealth-destroying events such as wars and disasters and ravages of disease,—all of which have influence upon the rate of compensation for services of all kinds,—increasing some and decreasing others. There are also ideals and values which affect relative rates of compensation. All of these forces are beyond the control of schedule-making bodies and yet have their influence upon rates of compensation.

After ten years' experience as a normal school teacher, twelve years as a normal school executive, and some occasional contacts with efforts to increase salaries, I have reached a few conclusions which are put forth in a tentative way as centers for discussion.

I. The salaries of normal school teachers should be sufficient to command the services of those teachers best qualified by native ability, training and teaching experience to initiate the oncoming generation of teachers into the mysteries of the art.

II. After employment, these salaries should increase so that the individual teacher would have sufficient resources to study, travel, and dabble in other occupations from time to time.

III. These salaries will have to be stated in terms of a unit whose purchasing power in constantly fluctuating.

With reference to the first proposition: Salaries of teachers are relative,—not absolute. The cost of living is relative,—not absolute. The scale or mode of living is relative,—not absolute. The wealth of the community is a large factor. One would not expect a state with \$670 of wealth per capita to pay as

large salaries to its teachers as does a state with \$3,350 of wealth per capita, and it doesn't. The economic surplus is a factor of great moment. But, be the conditions what they may, the institution which is to prepare the ever oncoming generation of teachers should be able to command the services of those best fitted for the task. This means financial ability to equal the best salaries paid in the public school system. It does not mean equal salaries for all normal school teachers any more than it means equal salaries for all public school teachers. The opportunity for genuine service must ever be an inducement to qualified people to enter upon teaching in a normal school. It will be a sad day for public education, if the day ever comes, when normal school teachers are actuated more by salary considerations than by the desire to be of service.

Regarding the second proposition: Teaching in a normal school should hold out some inducements, some incentives to keep the soul alive and growing. These incentives should be both monetary and professional,—so that the occupation has a future which the teacher strives to secure. It is through such striving that growth comes. Over and beyond the reasonable current expenses of living there should be a surplus for the teacher. This surplus should be large enough to permit some form of systematic saving against the needs of that day when desires fail and death comes not. This surplus should also supply the means for travel, for further study, for recreation, and for participation in the organized life of society. Any teacher who shows a disposition to use this surplus to run a dairy, a chicken ranch, or a moving picture house should be warned once. Any teacher who invests this surplus in mining stock or market margins shouldn't even be warned.

Regarding the third proposition: Little needs be said. Teachers, executives, governing boards, and taxing bodies should honestly accept the fact of fluctuating purchasing power. The teacher should not expect to have a salary which equals a constant purchasing power. We should all like to be assured of an economic relationship in life such

that it would assure us of a constantly increasing purchasing power. If we consult our preferences, we should prefer that the increases be in geometrical progression. Our social organization (including the economic, of course) has reached the stage of interdependence at which it is impossible that losses shall not be widely distributed. The destruction of wealth in the recent world war, the destruction of potential wealth through death and the forced dislocation of populations, and the reduced production of certain forms of wealth in order that things needed in war might be produced in larger quantities means, in a last analysis, that every one must temporarily have a lessened portion of wealth. Even unborn generations must pay their tribute to this latest exaction of the God of War.

But we, in this land, are wondrously rich. We can do almost anything we wish to do. We are not only the richest nation that ever existed,—our wealth is increasing at an astounding rate. Barring possible intervening accidents, our wealth will have doubled itself in twelve years. (In the eight years from 1904 to 1912, the taxable wealth increased from \$100,000,000,000 to \$175,000,000,000. U. S. Dept. of Commerce Bulletin on Estimated Valuation of National Wealth, p. 18.) The most important question before our nation is: What are we going to do with this unexampled wealth? I, for one, believe in investing a liberal part of the surplus in present and future social welfare. I have no complete programme to offer, and, if I did have one, this is not the proper occasion on which to present it. But it is proper to present here the claim of the normal school to an increased millage of this rapidly increasing wealth,—not for the sake of the normal school as an institution,—not for the sake of normal school teachers as individuals or as a class,—but solely for assuring that better civilization for which the whole world yearns, which can come into being only through better individuals, and to which better teaching is related as cause to effect.

If I could have my meek and humble will in the matter, the following salary

arrangement would become effective for normal school teachers at once. I would not guarantee the retention of all present teachers, nor of any that might be selected as their successors. And I should want to reserve the right to modify these arrangements from time to time in terms of the great variables already mentioned and also to go beyond the limits which are set up whenever "the good of the order" demanded it, because every normal school executive knows that, even among normal school teachers, "there are teachers and teachers."

Here, then, is my present conception of adequate compensation for normal school teachers, based on the thirty-six week year:

CLASS I.

Critic (Room or Grade) Teachers, assistants in drawing, music, physical education, library, and all other subjects usually taught in a normal school.

Qualifications—Four years of work of collegiate grade beyond a standard high school course, and at least five years of public school experience.

Salary Range—From \$1,200 to \$2,250 per year.

Increases—From \$100 to \$150 per year.

CLASS II.

Supervisory Teachers, including supervisors of practice teaching, music, drawing, physical education, library, etc.

Qualifications—As above with at least four years of experience in a normal school and at least one additional year of professional study.

Salary Range—From \$1,600 to \$3,000 per year.

Increases—From \$100 to \$150 per year.

CLASS III.

Heads of Departments, i. e., persons who plan the work for a number of other teachers in a given subject, such as English, History, Foreign Language, Mathematics, etc.

Qualifications—As in Class I, plus at least three years additional study and at least six years of normal school experience.

Salary Range—From \$2,400 to \$4,500 per year.

Increases—From \$150 to \$200 per year.

CLASS IV.

Directors of the Training Department, Rural School Department, Music Department, Commercial Department, etc., including Deans, on condition that these are real departments demanding administrative abilities (not mere courses).

Qualifications—As in Class I, plus three years of advanced study in the special field, and four years of executive experience.

Salary Range—From \$3,000 to \$5,000 per year.

Increases—From \$200 to \$300 per year.

Leaves of absence without salary may be earned by teaching in the Summer School, provided that no teacher may teach in more than three successive sum-

mer schools without taking advantage, for the purpose of study or travel, of the leave of absence thus earned.

Every seventh year of continuous or aggregate service shall be granted teachers as a Sabbatical leave with one-half salary, provided the time be spent in study related to the teacher's work or in travel.

I am well aware that the foregoing proposals put normal school teaching on a much higher plane than it has hitherto occupied. That is where it belongs by virtue of its general intellectual character and by virtue, also, of its fundamental social values. And while it is well understood that this arrangement is beyond the immediate ability of any school in the land, I believe it will commend itself to everybody as a reasonable ideal for whose realization we can all work devotedly.

HOW TO TEACH PUPILS RESPECT FOR PROPERLY CONSTITUTED AUTHORITY

Dr. Frank S. Fosdich, Masten Park High School, Buffalo

IN times of unrest like the present, the most comfortable thing for one to do is to imitate the ostrich, bury the head, metaphorically speaking, in the nearest sand pile and neither see, hear nor sense anything, especially anything disagreeable. But we cannot all be ostriches, though the temptation to transmigrate our daily existence in that direction probably comes to all of us. It is undeniable, at present, there is sweeping over the country, over the entire world in fact, a wave of disrespect for authority. If it affected only the older people, that is those whose age would presuppose some lingering fragment of gray matter,—somewhat atrophied it is true,—the condition would not be so serious. Time and a series of first-class funerals, more or less continued, would gradually effect a cure. But the younger, by heredity and environment, by precept and example are being rapidly imbued with the same spirit. Our boys and girls have become infected with the identical virus and one of the most important problems that confront a genuine educator to-day

is how to combat and reaction this widespread disaffection.

The first difficulty that faces us is the fact that there is a large modicum of duly constituted authority that is not worthy of respect. The business of our schools is to teach pupils to think and having thought to come to definite conclusions. It does not take much effort on the part of the average boy or girl to recognize most decided deficiencies mental, moral and otherwise, in some of those who sit in the seats of power. Noting these, respect gradually vanishes and into the vacuum thus caused rush disrespect, criticism, contempt. Now, the discussion of this topic gets down to this solid basis. We have properly constituted authority as every well regulated democracy should have. It is an axiomatic fact that some having office are neither worthy of nor entitled to respect. It is also axiomatic that our pupils judge authority by the persons exercising it. Therefore how are we to teach our pupils respect in these circumstances? Some may say that it cannot be done.

Oh, yes it can! Was any hard problem left to the schools that was not solved and solved successfully? Did the schools "fall down" on any proposition that has been recently put up to them? Were their efforts negligible in Red Cross Campaigns, in the drive for the United War Work Activities, in the strenuous plans that led to the success of four Liberty Loans? When our co-operation was asked we furnished enthusiasm, nerve, pluck that carried all these "over the top" with a rush. There is no proposition too hard for us, not even the one under consideration.

How to teach our pupils respect for properly constituted authority.

First—Counteract so far as possible the influences of about 70% of the homes.

If ever there was properly constituted authority, the setting for it is found in the homes. When there is entrusted to Father and Mother a new life there goes with that trust a parental jurisdiction that reaches out to eternity. It is fitly called *jus divinum*. It is a lamentable fact, however, that in a great majority of homes that prerogative is not fully recognized, or, if recognized, is inadequately or wrongly used. One of the inalienable rights inherent in childhood is the right of obedience to parents, enforced obedience if necessary. No one knows so well as the teacher how few enjoy that inestimable privilege. The natural sequence is reversed. The child becomes the boss—the word is used advisedly—and Daddy and Mother the willing bosses. That is endurable, nay even pleasurable, while the child is young, very young, but it cannot relapse into a continued performance without somewhat dire results. Host of us who have children, can recall the fateful time when a decision had to be made whether there should be baby rule or parental rule; whether in other words the child should be the one in authority or be a willing subject amenable to fair restrictions and gladly recognize that fact. Do you remember that day? We had reasoned and argued in vain. Something else was necessary. How we sidestepped vigorously for a time and how we did hate to face the issue. Well, what was the out-

come? Either there began to be inculcated into the immature mind a feeling of love and respect for the wise parents who with affection unspeakable were patiently caring for the biggest, best investment God ever committed to their charge or else there commenced a period when the youngster realized that Daddy and Mother were easy marks, that their authority was a sham, that a howl at the right moment or a sulk at an opportune time would knock all opposition to its wishes higher than an aeroplane in the hands of a skillful ace. When a few years, not many are needed, go by in such an environment uncorrected, naturally but very surely respect for all prohibitions wanes and we have a little, untutored barbarian to deal with, a Bolshevik in embryo.

Now comes the teacher's opportunity. This untrained bit of humanity, impatient of restraint, restive under restrictions, comes to the kindergarten or the lowest elementary grade. Bit by bit there must be implanted into that child's mind certain new ideas. He must understand from the beginning that above his fancies, his wishes, there exist certain fixed standards that must mould his life, that the "Golden Rule" and due regard for the rights of others are still dominating forces in the world, that individualism cannot supplant the greatest good to the greatest number, that authority is to be respected primarily as a principle, not because of the personality of those exerting it. And these with kindred truths, so expressed and taught as to fit his mental caliber, must be his meat and drink throughout his entire school life.

Skill, wisdom, tact, infinite tact are required, but if the best equipped, the most alert, the best paid teachers begin the work and it is carried forward by the more advanced instructors, the pernicious tendencies encouraged or tolerated by foolish parents will be diverted into proper channels. These pupils of ours are intensely loyal to their teachers, to their schools, and you have found time and again that when there was a difference of opinion on a question of fact or a mooted proposition involving right and wrong, the word of the teacher naturally stood the test of the child's reason and

therefore was accepted in preference to that of the parent. Get the wise teacher, the tactful teacher, the sympathetic teacher, and such only, and we shall see the influences of abrogated parental rights, nullified parental authority gradually fade away and become only a dream, an obliterated fancy.

Second—Seek to instil constantly into the minds of our pupils ideals that are lofty, upbuilding and sane.

The word "sane" is used purposely. There are so-called ideals that are neither high nor elevating but are most decidedly debasing and destructive. We are reading of some such daily. From all aims of that kind "good Lord deliver us." Every one, old or young, has some vision, for the fulfillment of which he is constantly looking. It may be to become a whole "Wild West Show," a detective, an alderman, a judge and so on ad infinitum. Among the girls we find hopes scattered among movie artists, Red Cross auto drivers, actresses and so on, likewise ad infinitum. Early in life the basic principle of choice is either pleasure, excitement, change or publicity. These different phases of intellectual evolution are very interesting to study and more interesting to utilize for our purpose. To laugh at or in any way ridicule a child's pet ambition is to commit a grievous error. Never again will the former confidence between the ridiculer and the ridiculed be re-established. Gone forever is the opportunity to gradually change the childish ideal step by step to something that is more suitable. Here as before the greatest burden lies upon the teacher of the so-called lower grades. For if this process of eliminating these premature ambitions of life is begun in a simple, tactful way in very early childhood and higher aims are first hinted at, then openly suggested to the child, the work of the school in after years is made much easier. It has a good foundation on which to build. Elimination of the lower with suggestions of the higher are two great factors in getting the child headed right.

But it is in the high school that the impress of lofty ideals can be carried most rapidly to the desired end. The age from fourteen to eighteen is an in-

terrogative, a susceptible one. They want to know the reason of things—why such an economic policy is allowed, why some men are put in office, what really is success in life, is wrong ever justifiable. It is to this everlasting "why" and "what" of these minds that sane answers must be given. It is worse than useless, it is criminal to eternally condone, to excuse, to sidestep or, to use an expression of that great American who so recently passed over, "to pussy foot." Calmly, with great care and keenness of vision there should be presented the lofty ideals that influence all good men and women; that filled to the full the souls of our heroes who founded this nation and made the word American synonymous with freedom; that while all men are *not* created equal it should be our aim to give all equal chance, and that those who are temporarily in authority are entitled to our respect because we chose them to be our officials and because they must have made good use of their opportunities. They will respond to this teaching and "will highly resolve" that authority should be respected and if the men in power are not first class in every respect, by the votes of men and women actuated by high ideals and exalted patriotism, they will be relegated to a well earned oblivion.

Third—Give a concrete example of what properly constituted authority really means. Perhaps that would be better changed to this. *Be* a concrete example of what properly constituted authority really means.

There is no use of counteracting the false ideas of all the homes this side of Vladivostok, nor of holding up lofty ideals hourly, daily, all the time, unless we ourselves by our every day life are fair, just, fit exponents of power. Our efforts will fail as they ought to and we shall only add to the disrespect that our pupils naturally have. No teacher has any right to hold his position who does not represent at all times those qualities that commend themselves to his boys and girls. When I use the terms "he" and "his" I do not by any means exclude the "she" and "her" in the discussion. It is like the good old clergyman who spoke continually of "brethren" in his sermon

and then apparently discovering some feminine expressions of approval at the constant flaying of the men hastened to add "but you must remember in all these cases the brethren embrace the sisters." So let me repeat, no teacher is fit to have pupils under his care who does not personify to them the highest type of manhood or womanhood. Abas the instructor who glories in precept but ignores practice. What must a virile boy think of one temporarily in control of him by virtue of his age, his learning or his pull whom he knows to be partial in his dealings, biased in his decisions, uncertain in his judgment? Does he not naturally revolt from such an exhibition of fancied supremacy and learn quickly in this fast age to despise all that it stands for? Perhaps you say that he will soon outgrow the influence of that single example. My friends, call up your own school days. Bring to mind the various men and women to whom you looked for guidance and inspiration. What is it that stands out most prominently in your memory? Two characters, unless you were more fortunate than most of us. One a teacher unworthy the name, a perfect example of prejudice, of petty spite, which was vented on the pupils. One who sought to control you when he could not control himself. One who sought to be a little tin god on wheels and expected a certain amount of adulation which none of you, if you were boys of spirit, ever gave. Do you remember such a man, such a woman? Most of us do and we grew mighty restive under any restraint that such an one could exercise.

"Look on this picture, then on that." Most of us recall one whose memory is sacred to us after these many years. His sole ambition was the good of his boys and girls and for them he worked day and night. He was one who would never stoop to an unworthy action, not even to accomplish a laudable purpose. He was interested in everything that concerned those under him. His heart, filled with sympathy for young life, was ever open to help, to counsel, to raise up. He invited our confidence by his life not by his words. We went to him with our perplexities, whether a question of lessons, of athletics, of etiquette, or love

and he listened and helped. Do you remember such an one. Do you? Thank God most of us do. And we recall how his influence gave us the greatest uplift that we had ever known. We broke loose once in a while. All boys do except the milk and water variety, those goodie, goodie chaps who are too soft to be dependable anywhere. When we "came to," as the saying is, and realized how it would affect that brave soul who was so much to us, how we felt! Sackcloth and ashes were not in it with us. But we took our medicine like men and deep in our boyish hearts loved him the more for the added restrictions he placed upon us. Grand old character, dead years ago. While his words are practically forgotten his life remains a controlling power ever tending upward.

My friends, we may talk to our pupils till the cows "come home," we may preach and orate until Gabriel's horn introduces the day of doom and it will accomplish nothing for their permanent uplift toward personal and civic righteousness unless we live it day and night, aye, live it as in the sight of God himself.

No really great movement was ever born in a band wagon. Their foundations were laid in the quiet thought, the deep faith of a few brave hearts whose vision extended far beyond the present. Legends tell us that Minerva sprang full panoplied from the head of Jupiter. History reveals to us no such sudden creation. It was in the summer when a young man was called from his vacation in Maine to go to the Mexican frontier and inspect the conditions of the American troops stationed there. What he found there, as stated in his report to the authorities at Washington, is almost beyond belief. There had been born in the minds of some thinking men in authority the idea that the best soldier was a clean soldier, clean mentally, morally, physically, and the story of conditions in Texas accentuated this belief. Steps were quietly taken to safeguard our boys. The new thought spread at first slowly, then quite rapidly, then with almost lightning speed as cantonment after cantonment was established. How stringent regulations embodied in mil-

itary rules came thick and fast until those great camps became safer for our boys than the average college. Overseas went the same care and it is to the everlasting credit of the United States that it was the first nation in the history of the world that used its power, spent money without limit, unmeasurable effort to make and keep our soldiers fit. Was it successful? Did it pay?

Early last summer there came from General Pershing to the officer in command of a brigade of our boys at the front a message asking for two thousand men to volunteer for "the most dangerous service of the war." Four thousand men had just come back from the trenches and were having a rest spell back of the lines. For eight days they had been in hell, under constant fire, in continuous fighting. They surely deserved a respite if ever men did. They were ordered out as if for inspection and the wishes of General Pershing made known to them. "The General wants two thousand of you men to volunteer for one of the most hazardous duties of the war. As many of you as will volunteer step two paces to the front." Four thousand men without a moment's hesitation stepped forward, a splendid exhibition of American spirit. The General detailed half this number and then said: "You are hereby ordered to leave for Paris to-night and two days from now march in the great procession in honor of Lafayette." "Most hazardous duty of the war?" Had someone lied? Wait a moment. For eight days they had been in hell. Now they were to go to Paris, Paris the beautiful, Paris the seductive, where loveliness and temptation walk hand in hand. They paraded through streets crowded with people whose admiration and applause were unstinted. The multitude vied with one another to do them honor. At one o'clock they were dismissed for the day with this brief order: "Be at the station at six o'clock to-night to entrain for the front." Five hours of liberty in a city which seemingly could not do enough for them, which lavished upon them attentions and expressions of affection without limit. Five hours amid snares and pitfalls, enjoying this wonderful

freedom. The time passed all too quickly. Singly and in groups they began to assemble at the station. At six o'clock when they were lined up and the roll call taken how many of the two thousand think you responded? Weary but sober, clean, fit for immediate service, nineteen hundred and ninety-three. Only seven failed and the General was not ashamed of the moisture in his eye or the huskiness of his voice. Did it pay? Did not this quiet but most powerful influence encircling our men prove its great worth?

Our endeavors, our influence, our constant efforts toward the civic upbuilding of those committed to our charge is as full of potentialities as was the grand movement in behalf of our army. Followed up from early childhood, year after year, it will result in there being instilled into our boys and girls an intense scorn for everything that is petty or mean, unworthy of a true man, a true woman. They will be alert to place on guard only the upright, the tried. When this addition to public opinion has been accomplished there will be no need to discuss respect for authority for there will be none that is not entitled to it. It will be regarded with a feeling akin to reverence.

Don't wait for somebody else to come along and put his finger on your shortcomings—find them for yourself.

There are no free passes to Success. Fortune has an interstate commerce law of her own—she won't deadhead anyone.

The man who has done his best has done everything; the man who has done less has done nothing.

If you haven't the type of imagination that will permit you actually to see and feel yourself in the place you want, the place will never be yours.

Cling persistently to the idea that you can do just as well in your business as the man across the street can do in his—then you can.

MILITARY PSYCHOLOGY AND ITS EDUCATIONAL APPLICATIONS

L. A. Pechstein, Psychology and Education, University of Rochester

EXPERIENCE in clinical hospitals during the past two decades, together with careful research work in public schools and social groups, had sufficed to show that an alarming percentage of any large unselected group possesses mental abnormalities of various types. The trying experiences of our Allies during the earlier years of the Great War clearly pointed out that the trying conditions of modern warfare could not be satisfactorily met either by soldiers standing low in the intelligence scale (the feeble minded) or those of psychotic tendencies. When the Division of Psychology, Medical Department, became thoroughly launched upon the problem of testing the mentality of the army recruit, it soon became clear that the use of intelligence ratings was far more extensive than first thought. The specific purposes for which intelligence ratings can advisedly be employed as useful aids are now considered as follows:

(1) In the discovery of men whose superior intelligence suggests their consideration for advancement; (2) In the prompt selection and assignment to Development Battalions of men who are so inferior mentally that they are suited only for selected assignments; (3) In forming organizations of uniform mental strength where such uniformity is desired; (4) In forming organizations of superior mental strength where such superiority is demanded by the nature of the work to be performed; (5) In selecting suitable men for various army duties or for special training in colleges or technical schools; (6) In the early formation of training groups within regiment or battery in order that each man may receive instruction and drill according to his ability to profit thereby; (7) In the early recognition of the mentally slow as contrasted with the stubborn or disobedient; (8) In the discovery of men whose low grade intelligence renders them either a burden or a menace to the service.*

Since the psychologists in a training camp were often required to test several thousand men a day, the need for group intelligence tests was great. The *Alpha* group test was devised for men able to read and write English, the *Beta* group test for illiterates and foreigners. These tests show features which characterize any good group intelligence test, namely, —a content and methodology well within the intellectual grasp of the group; an interesting and attractive body of materials; the testing of a wide range of fairly independent mental abilities; a proper limitation in time requirement; an easy, accurate and objective method of scoring.

The Alpha and Beta tests served to provide an immediate and reasonably accurate classification for most of the men according to their general intelligence. The men securing very low marks in these group tests were given the Individual Test, where the Stanford-Binet Scale, the Yerkes-Bridges Point Scale or the Performance Scale (a demonstration scale for the illiterate or foreigner) was employed. Procedure in giving the individual tests to failures in the group tests varied in no significant way from the regular practice in civilian circles.

This brief description of the group and individual tests, together with the statement of the several specific ways in which the intelligence ratings were profitably employed, cannot fail to suggest several significant points to the scientifically trained school man.

(1) We have heard considerable the past few years regarding the individual differences of school children. Tables of physical, physiological and psychological norms have been set forward repeatedly to show the wide variations in physical and mental attainments between the various members of a small school group. Educational measurements have been multiplied with great rapidity,

*Army Mental Tests, Nov., '18, Washington, D. C.

largely to help the teacher determine accurately the difference in ability and skill of her pupils. Some sound regard has been given to corrective teaching and various attempts to do away with the group recitation, to supervise study, to divide a large class into several working homogeneous groups, to reclassify students at frequent intervals and to promote by subjects have been sporadically attempted.

At one extreme we find teachers conscientiously yet often wearily striving to do individual teaching, to carry in mind the individual teaching problems of several hundred students (notably the high school teacher), and to handle problems of discipline and teaching method for which many teachers either are not, or cannot be, prepared. In giving up the old standardized method of the class recitation, far greater values have been lost by them and their students than have been gained by either party to the transaction. At the other extreme are the teachers who are making no attempt to adapt their teaching to fit the individual abilities of their students. These include teachers of poor preparation and inadequate ability to see clearly the character of their teaching problem, as well as that significant number which, while able to see the opportunity and need before them, are unwilling to make the effort required to adapt instruction to fit individual needs. Between the two extremes are found the overwhelming percentage of good teachers who, neither swept beyond their depth by a popular educational wave nor grounded by ignorance and indifference, are faithfully trying to retain all the values of group instruction for the more typical students and, at the same time, give all legitimate attention to the superior and inferior members of the group.

The results of the army mental tests show that, in handling hundreds of thousands of cases, men readily fall into fairly distinct groups; that certain groups can perform services far beyond the ability of other groups; that the intelligent men need to be selected and given positions of great responsibility, while the low grade men need no less careful treatment. If such conclusions main-

tain in the gigantic national group, where the individual element is often naturally overlooked, how much more should they apply to the smaller school-room group, where it is far easier to allow the individual factor to function! In short, the army lesson herein points out clearly and urgently the necessity for school authorities to recognize more thoroughly and universally the existence of varying grades of mentality; to bring up to a degree of minimal essentials the largest possible number of the lower group cases; to segregate and ultimately place in safe-guarded positions the least fit; to select and advance those few superior gifted members that have the abilities required of leaders of men.

In consequence, therefore, the problems of ascertaining the individual differences of pupils and the handling of these bulk larger than ever in the educational world. The teacher who, while retaining all the values of the group methods, does provide full opportunity for individual ability to express itself, is truly scientific. The teacher who cannot become alive to this important teaching demand and certainly the indifferent teacher have no legitimate place in the teaching profession. Mediocrity of teaching is largely synonymous with a stifling of the initiative of the superior gifted, the discouragement and elimination from school of the inferior gifted, and the development of a lock-step attitude with teacher and students which blights and mars the development of the human spirit.

(2) A tremendous impetus has been given to the use of group intelligence tests. Individual intelligence tests were commonly employed before the war with cases of suspected feeble mindedness. Also, certain group tests devised for special fields of subject-matter have occasionally been employed as group tests of general intelligence. The idea of testing all the students by a general intelligence test is distinctly new. It is reasonable to expect that, after a period of sane experimentation, a well equipped school system will employ standardized group tests of general intelligence; will take a "census of intellect" at stated and regular intervals; will utilize these in-

ventories of intellectual vigor to assist in the solution of such problems as the selection of boys and girls of superior or inferior intelligence, classification of individual pupils, formation of groups for teaching the members of which possess practically the same or equivalent degree of intellectual power, checking-up the pupils' actual attainment in acquisition of the regular instructional material as over against the expected attainment herein of students in the same intelligence grade, scientific programme making and vocational guidance, evaluating the comparative intelligence of racial, geographical and vocational groups, securing a mass of group and individual records of value to social workers, charity organizations, employing agencies, school officials (local, state and national), etc. The army intelligence tests furnish norms for more than one and a half millions men between certain age limits. It is reasonable to expect that, without a large expenditure of money or effort, the public school will ultimately secure and utilize intelligence norms for its millions of pupils. If the military authorities found it advisable to measure the mentality of men as an aid toward winning a war, it would seem logical for educational, social and industrial agencies to do likewise as an aid toward solving the issues of peace.

(3) The demonstrated practicability of employing intelligence ratings in army circles suggests their use as a means of selecting students for college entrance. This would lead to the elimination, or the reduction in importance, of both the traditional college entrance examination and admittance upon credentials. Dr. Marvin, after concluding "that the record of the college man in the years following graduation is not due primarily to the education he has received in the high school and the college, but is the result of a remarkable and extraordinary inborn intelligence," argues for substituting an intelligence test for the traditional college entrance examination.

"The test is a better basis than the entrance examination for predicting not only what the student will be able to accomplish while in college, but also what he will accomplish after college. In

other words, it can be better trusted to tell us whether it is advisable for him, in his own interest, to spend four years in such an environment as the college instead of going out at once into the world to learn the trade or vocation that is to be his life's career. That the army test, or a better intelligence test devised directly for measuring men of extraordinary intelligence, can furnish us this information can be inferred from the following experience: From a man's score in the test, knowing nothing else about him, we can predict, with considerable ability, what his scholastic attainments have been or will be, or, what is even more important, what his scholastic attainments can be. For example, if we divide the undergraduate body into four groups on the basis of the test and also on the basis of their academic marks, we find that in about fifty per cent. of the cases the man's position given him by the test corresponds to the man's position given him by the college examinations or grades. And in approximately eighty-five per cent. of the cases there is no greater disagreement than one place between the ranks given by these two judgments. Finally, where there is greater than one place disagreement the army test insists, with markedly increasing emphasis as the amount of disagreement increases, that the student is loafing, is unambitious, or for some other reason is neglecting his college work."*

Suggestions such as these should be and are engaging the attention of college authorities. Several things are to be said. The colleges must not be swept off their feet by the psychological protagonist. No one can say as yet how perfectly a group intelligence test will select those men worthy of admittance to college. It cannot as yet be scientifically maintained that general intelligence can be accepted in lieu of certain specific training as a preparation for any and all lines of college or higher professional work. No individual nor institution is in a position to state the respective emphasis that should be placed upon intelli-

*Marvin, W. T., *Intelligence Tests*. New York Times, May 11, '19.

gence ratings as over against the broad reaction a high school principal can make upon a student's intellectual and moral qualifications. In this connection, it is important to note that the army found the psychological examination valuable because the examination was used as "supplementary to all other information that could be gathered concerning the recruit."

The time is certainly at hand, however, for a sane, intelligent and co-operative experiment among the higher institutions of the country in trying out the whole matter. The several hundred army psychologists (mainly drawn temporarily from these institutions) will welcome such an experimental problem. Good technique would demand at least a five-year programme,—the first year devoted to the senior group in the high school, and herein providing the needed test and control groups for college entrance; then four years of college testing, to say nothing of the needed follow-up work after graduation. When this experiment is completed in many representative schools, results pooled and carefully evaluated, the questions raised in the preceding paragraph can intelligently be answered. Whereupon a scientific basis of educational guidance will either be given to the colleges or shown to be non-existent. And until such a broad, co-operative experiment be well toward completion, the higher institutions are in no danger of injury nor criticism if they remain reasonably conservative.

(4) Educational authorities may well afford to consider certain statistical findings of the army tests. (a) The statistics of mental inferiority of men within the draft ages reveal almost two per cent. recommended for discharge or assignment to non-combatant work. Between May and November, 1918, nearly 46,000 men under ten years mental age were discovered, nearly five thousand of these being below seven years mental age. It is very questionable whether any significant number of these 46,000 were worth to the government the high cost of maintenance, equipment and training for military service. Since this two per centage figure for adult males seems

fairly accurate, the educational problem of handling the mentally inferior looms larger than authorities generally have estimated. Special class organizations in the public schools, trade education of carefully selected types, institutional and colony life for proper cases, thoroughly scientific methods of social welfare work, control of marriage through legal measures, etc., are deeply involved if a condition now appearing larger than commonly thought is to be handled satisfactorily.

(b) The statistics of illiteracy as shown by the army tests are naturally far higher than the census figures, since the basis for literacy in the army work is that of third grade ability. About twenty-five per cent. of the regular draft failed to pass the literacy test, this figure being largely conditioned by the foreigners unable to read English, the negroes, and whites from areas notoriously low in educational opportunities. The problems of Americanization are, therefore, primarily those of instruction. The good that night schools, social centers, etc., do must be multiplied many times if the social and political problems of the day are to be solved. No thorough-going Americanization is possible until all the manpower of the country are able to read the same English newspapers, hear the same lectures and speeches, and are given common materials of thought.

(c) When a study of the relation of intelligence to occupation is made, groups are seen to decrease in intelligence as follows: professions, clerical occupations, trades, partially skilled labor, unskilled labor. Just as it can be shown that college entrance is highly selective (since "the colleges as at present constituted, receive nearly eighty per cent. of their freshman students from the upper twenty per cent. of the population and only about twenty per cent. from the remaining eighty per cent. of the population") it appears that professional men and clerical workers possess certain abilities to a high degree; that skilled mechanics and tradesmen possess these abilities to a lower degree; that it is possible and desirable to prepare intelligence qualifications for many lines of civilian occupations. When this is

done, the schools, both vocational and cultural, will have certain valuable methods at hand for selecting and guiding students and accomplishing good vocational counselling.

In these several ways, therefore, it seems that the experience of the army with mental tests may well influence edu-

cational practice. If well-counselled attempts are made in educational circles to carry on "mental engineering," the science of education is bound to receive sane and valuable development. And in this way, a by-product of the Great War will prove a matter of eternal value for the human material under our guidance and control.

AIMS IN READING

IN the April number of the Journal I called attention to the fact that an effort was being made to work through the all important problem of aims in reading. The first tabulation of aims showed a very wide variation. Through committees of teachers each school discussed the aims for some time and sent a set of aims to the central office that represented the judgment of the individual school.

The set of aims submitted by Principal Zornow and his teachers of No. 27 school has been adopted as a statement of general and specific aims which will tend to unify the work in reading. This set of aims was submitted to Dr. Gray who made suggestions which were incorporated in the final revision.

The principals and teachers of Rochester have approached the problem of reading in a scientific spirit and with an open mind, and the results are bound to be far reaching.

JOSEPH P. O'HERN,

Assistant Superintendent of Schools.

GENERAL AIMS.

I. (Thought getting and thought giving.)

To develop the ability to extract thought from the printed page, i. e., the ability to read comprehendingly—to think and reproduce the thought accurately.

II. *(Mastery of the Mechanics.)

To develop the ability to read independently and fluently, with accurate enunciation, clear articulation and convincing expression.

III. (A desire to read and an appreciation of better reading.)

To establish ideals of good reading—an impelling desire to read for joy and pleasure and a fervent appreciation of what is worth while in literature.

*"The fundamentals of oral reading should be completed by the end of the third grade. At the beginning of the fourth grade the aims of reading change. Habits of intelligent silent reading and of methods of study should be emphasized."

W. S. GRAY.

SPECIFIC AIMS AND SUGGESTIONS

Grade I.

Aim I. (Thought getting and thought giving.)

To develop real and intelligent concepts through the effort of the teacher in preparing the child to appreciate content and through the reaction of the child to it.

1. Much conversation involving facts concerning daily happenings and actions to aid the child to appreciate the relation of every day occurrences with the spoken word representing these.
2. Stories read or told by the teacher to furnish the child's mind with ideas and material which later may serve as an apperceptive basis for reading.
3. Reproduction of stories heard to get the reaction of the child to the material given.
4. Dramatization to further clarify the ideas gained through conversation and stories as a means of gaining power in expression.
5. Picture study to introduce and fix new concepts, to stimulate imagination and thought and finally to

secure a reaction to the thought through oral expression.

6. Sentences on the board to develop the sentence sense. The child should be trained to grasp the content of more than one sentence at a time.
7. New words used in original sentences.
8. Occupation work correlated with reading.
 - a. Plasticene
 - b. Cutting
 - c. Ink brush work
 - d. Matching, rebuilding and reconstructing.

Making of animals, scenery, etc., described in material read.

- (1) Pictures of objects with names of objects.
- (2) Sentences.
- (3) Stories.

Aim II. (Mastery of the Mechanics.)

To develop alert and independent power in the recognition of new words and to give a stock of sight words.

A. To develop independence.

1. Phonetic Work. (To give child, by careful teaching, the right start in enunciation and pronunciation.)
 - a. Blending.
 - b. Phonograms.
 - c. Flash cards.

2. Anagrams—later phonetic Word Builders.
 - a. Building of families.
 - b. Building of rhymes.
 - c. Making of children's names as Tom, Sam, Dan.

3. Phrase cards to give child the idea of grouping words.
 - a. Boys and girls come to me.
 - b. Fly, Run, Jump
to the tree.

4. Sentence Builders.

See the acorns on the tree.

B. To develop a stock of sight words.

1. Word Games.
2. Action Sentences.
3. Sentences on board using new words, phonetic or sight, for drill purposes.
4. Flash cards.

Aim III. (A desire to read and an appreciation of better reading.)

To stimulate interest and a desire to read.

1. Teacher's story and explanation.

2. Teacher reads to children.

The child's interest may be aroused as a reaction to the teacher's enthusiasm.

3. Use of correlating pictures.

4. Use of question cards, i. e., Who wants
to play?
to run? etc.
to skip?

Child reads question silently and answers it orally.

5. Action sentences, i. e., Run with a boy.

6. Conversational reading.

One child asks a question, another child answers in a complete sentence, i. e.,

Who wants to skip with me?

I want to skip with you.

7. Cards containing special silent reading exercises.

To use in class or at free moments at seat.

Later may be read to class or content reproduced.

SPECIFIC AIMS AND SUGGESTIONS

Grade II.

Aim I. (Thought-getting and thought-giving.)

To develop in the child the spirit of wanting to conquer and the habit of looking for the thought and giving it expression.

A. Thought-getting.

1. Give setting or preparation for the story.
2. Develop meanings of new ideas and words by:

- a. Action
- b. Objects
- c. Pictures
- d. Board drawings
- e. Word descriptions (synonyms)

3. Questions on the board to guide pupils in silent reading at seats in preparation for the recitation.

4. Questions put to the class, during the recitation in the phraseology of the book. Children read silently to find answers to the questions.

5. Silent reading from the board of directions for dramatization.

6. Action Games. Teacher writes a sentence on the board. Pupil reads silently and performs the act.

B. Thought-giving.

1. Oral expression after silent reading and thought questions (refer to A3 and A4).

2. Oral reproduction of several sentences read silently but once without the aid of questions. Important!

3. Dramatization of the story read or a particular situation in the story.

4. Directed occupation work to clarify and to make concrete, situations, characters and objects of the story.

5. Undirected, free occupation work to test the pupils' conception of the story.

Aim II. (Mastery of the Mechanics.)

To develop an extensive vocabulary and control of the mechanics. Good articulation and independent power to pronounce new words.

A. Have children read quantitatively to gain an abundance of sight words.

B. Phonics to aid not only in the pronunciation of words but to develop clearness.

1. Analytical.

Separate both familiar and unfamiliar words into sounds.

2. Synthetical.

a. Children sound long lists of words containing phonograms being taught.

b. Children write words dictated by teacher.

c. Children build words containing certain phonograms using phonetic word builders as an exercise in blending.

C. Phrase Drills.

D. Reading Position.

1. Children stand erect.

2. Proper holding of the book in the hand, at the correct distance from the eyes.

3. Encourage children to look at the audience occasionally.

E. Articulation.

Have children take a breath before beginning a new sentence.

Aim III. (A desire to read and an appreciation of better reading.)

To instill an inquiring attitude in the child and to arouse a spirit of competition and emulation.

A. Inquiring Attitude.

1. Refer to pictures.

2. Relate the stories to the seasons of the year.

3. Teacher reads part of a story and the children finish it.

B. Sharing with Others.

1. Children read to other children of the class.

2. Children read to children in other grades.

C. Competition and Emulation.

1. Third class listen to first.

2. Library books given to pupils putting forth greatest efforts. (Stories read or reproduced to grade.)

D. Imitation.

Teacher reads to the class so that the children may imitate expression, voice, etc.

SPECIFIC AIMS AND SUGGESTIONS.

Grade III.

Aim I. (Thought-getting and thought-giving.)

To give abundant experience in getting thought and conveying it through a wide variety of reading material.

1. Use well graded material which will be within the comprehension of the child.

2. Give the setting of the story.

3. Silent preparation guided by questions on the board.

4. Oral reproduction of silent reading with the aid of questions.

5. Unaided oral reproduction of one-third to one-half of a page after reading silently once. Important!

6. Make use of the child's imagination. Read part of a story and then let the children tell how the story might end.

7. Dramatization of the story as a whole or only in part.

8. Illustrating the characters, animals, objects or scenes of the story read by means of:

a. Ink or color brush work.

b. Cutting.

c. Plasticene.

d. Blackboard drawings.

Aim II. (Mastery of the Mechanics.)

To establish and fix faultless habits of

attacking new words and material.

1. Quick Phonetic Drill. (Review.) Place word on board. Children instructed to sound word to themselves as teacher writes it. At completion of writing, word pronounced as a *whole unit*.
2. Building of words containing troublesome phonograms.
3. Word drills on new words.
4. Listing of words in reading lesson ending in *ed*, *s*, *t*, etc., as an aid in better enunciation.
5. Quick drill on words in the lesson with suffixes like *ing*; *t*, *ed*.
6. Drill in phrasing to help in good grouping of words which tends to develop *speed* and *fluency*.
7. Children read to an audience which will help in cultivating a good voice and clearness in articulation, and enunciation.

Aim III. (A desire to read and an appreciation of better reading.)

To furnish much interesting reading, to create a taste for reading and to develop a reading delight.

1. Encourage the use of library books.
 - a. Teacher by showing a real interest in outside reading of the children may awaken a desire to read on the part of the children.
 - b. Teacher reads a story from a book to the class. Who would like to have this book?
 - c. Children reproduce to the class a story read in a library book, giving the title and the author.
2. Have an abundance of supplementary books.
3. Encourage reading during free moments and between bells in classroom.

SPECIFIC AIMS AND SUGGESTIONS

Grade IV.

"The fundamentals of oral reading should be completed by the end of the third grade. At the beginning of the fourth grade the aims of reading change. Habits of intelligent silent reading and of methods of study should be emphasized."—W. S. Gray.

Aim I. (Thought-getting and thought-giving.)

To conduct the reading lesson so as to control and to shape a process of thinking through the consideration of a specific problem.

1. Create the atmosphere of the story.
2. Give thought questions followed by a study period.
3. Lead the children to see that the appreciation of the content means the acquisition of knowledge.
4. Question the children so as to arouse a discussion after the silent reading of a story. As What would you have done? Why was it wrong to do that?
5. Have children write answers to questions presented after a study period.
6. Test the child's power to evaluate the content of selections read by encouraging him to reproduce concisely after a single silent reading, selections constantly increasing in length. This involves mental activity.
7. Discuss title and let children suggest original ones as a means of leading to independent thought.
8. Children list main topics of a story as a preparation for outline work.
9. Dramatization as a means of learning what the child's real conception of the material read is.

Aim II. (Mastery of the Mechanics.)

To secure good and fluent oral expression and rapid pace of silent reading; to maintain efficiency previously attained.

1. Give the child the pleasure of an audience. It will help to produce a good position, proper pitch and clearness in enunciation and articulation.
2. Set a model by having the teacher or a child read to the class.
3. Teach the child how to use a dictionary.
4. Ask children to list groups of words referring to time or place.

As:

Time

Indefinite

Once upon a time.

One day.

By and by.

Definite

To-day.

At five o'clock.

5. Listing words containing suffixes usually omitted, certain difficult vowel combinations.
6. Devise Speed tests.

Aim III. (A desire to read and an appreciation of better reading.)

To provide material of such a nature and then so to use it that reading will be an increasing delight.

1. Use supplementary books freely.
2. Encourage use of library books.
 - a. From school.
 - b. From branch libraries—by beginning to give special assignments to different pupils in various subjects.
3. Stimulate interest in a book by having an interesting part read by the teacher or a child.

SPECIFIC AIMS AND SUGGESTIONS

Grade V.

Aim I. (Thought-getting and thought-giving.)

To cultivate agility of mind and rapid grasping of the thought through the consideration of a specific problem.

1. Use simple and interesting material within the child's experience.
2. Lead the children to appreciate the setting and conditions of the story.
3. Explain the difficult and unfamiliar words.
4. Test the child's ability to evaluate and to organize the essential content of material read by requiring him to reproduce, after a single silent reading, what seems to him important in the whole selection.
5. Set a problem for discussion as:

How might the trouble have been settled?

What would have happened had he gone directly home?

6. Use dramatization freely, aiming not for a finished product but merely to clarify and make concrete, ideas involved in material read.

Aim II. (Mastery of the Mechanics.) (See general statement preceding Grade IV.)

To develop effective study habits.

1. Silent preparation for oral reading. Direct study by a few pointed questions.
2. Assignments of definite problems in geography and language.
3. Develop the ability to use the dictionary, the use of diacritical marks.
4. Study the synonyms and homonyms.
5. From reading material, list phrases referring to ideas of place, action as:

Place

In the king's palace.

Near a garden.

Action

Hunt for eggs.

Go to school.

6. Have children copy conversations or descriptions of deeds which portray the character of one of the people of the story.
 7. Make a co-operative outline of material read.
 8. Continue use of speed tests.
- Aim III.** (A desire to read and an appreciation of better reading.)
- To develop an intelligent use of books to give and obtain pleasure.

1. Read or tell part of a story for children to complete.
2. Discuss articles in the daily paper.
3. Encourage use of library books.
4. Give assignments to be found in library books of nearest branch.

SPECIFIC AIMS AND SUGGESTIONS

Grade VI.

Aim I. (Thought-getting and thought-giving.)

To read for the sake of acquiring knowledge with coincident evaluation of its relative worth.

1. Give a leading question which will help the child to get the main thought of the page or story.
2. Questions on the board or verbally for written and oral reproduction.
3. Silent reading followed by comparisons of the thought of the material read with child's own experience; with other stories.
4. Dramatize stories when possible.

Aim II. (Mastery of the Mechanics.) (See note introductory to Grade IV.)

To establish study habits previously formed.

1. Increase the number of assignments of definite problems for study in geography, history, etc. Guide study by a few questions.
2. Difficult words selected for dictionary work followed by use of word, meaning or synonym.
3. Drill on words whose suffix is *ed* or *ing*, also the diphthong *th*.
4. Copy key sentences as:
All at once her fairy godmother appeared.
But Topknot would do as she pleased.
5. Pick out polite expressions, sound and color ideas, references to nature. Care must be taken that work does not degenerate into formal hunting for certain expressions. Each lesson has its possibilities and the work need not become mechanical.

6. List the events in a story.
7. Make individual and co-operative outlines on part or whole of material read.
8. Make further use of speed tests.
9. Have a number of pupils read a paragraph for comparison of expression.

Aim III. (A desire to read and an appreciation of better reading.)

To read for the sake of the pleasure and the accompanying benefit that is to be derived from good books.

1. Dramatization if suitable material is at hand.
2. Supplementary books, current events, library books, daily papers, etc., used as a basis of lively and worthwhile discussions.
3. Reproduction of short stories read outside of class.
4. Discussion involving reasons for liking a book.
5. Read parts of a story to the class so as to arouse interest.

SCHOOL EXPENSE CONSIDERED AS AN INVESTMENT

S. O. Hartwell, Superintendent of Schools, St. Paul, Minn.

AFTER the great conflagration of war, which has burned into men's lives and souls, we are entering the period of readjustment. What are now the valuable things which should absorb interest and effort, which should be conserved and refined? What centers of wealth and hope and peace shall we seek and how are they to influence daily thought and action?

In this trial by fire we have seen the terrible waste and at last the downfall of a system of education, conceived in sin and mis-shapen by the iniquity of two generations. We are seeing, perhaps less clearly, in the great achievements of our own men, the sure, though partial success of a truer educational spirit—I say partial because the great occasion, which has disclosed the virility and initiative of a trained democracy, has also shown that the training offered in public education, has not been so universal or so thorough as we had thought. Strange gaps in the former plan and new needs for approaching days have been revealed as never before.

This may seem far from the immediate topic of our programme. I do not think so. If the struggle of these years has shown anything of the principles of life, it has emphasized the enormous profit and fundamental need of public education. One of the two or three great sources of wealth spiritual, or riches financial, is education. Its investment value we must both realize and proclaim. Within our own circle we do in a way realize it, but we must do more. In the technical language of the street, we must sell it to a careless and sometimes doubting public—furthermore, we must sell it for cash.

Financial support, or lack of it, makes or modifies all sorts of progress. We sometimes hesitate to admit that, but the only wise way is to plan on that basis. The slow progress of education seems to me often caused by our easy going acceptance of the public view of educational costs, which considers them "running expenses" and as such most acceptable when lowest, while in fact, they are a vital part of the public's investment

in training. The mistake is natural; it comes in part from the superficial analogy between school accounts and production accounts of established business. The business man (and educational men are apt to concur, or at least talk in the same way)—the business man usually regards buildings and plant, the things that are grouped as "outlays" in school reports, as invested capital. The general public, partly from the same view and partly because buildings and equipment are concrete and visible, holds the same opinion. As a result, buildings and equipment of a fine type are frequently secured and large problems of investment of this sort are sometimes met with surprising ease. Witness the latest notable example—the voting by the city of Buffalo of \$8,400,000, for a school building programme. The business view of the value of large investment, to secure good and economical working conditions, is widely accepted and then the business corollary of low running expenses is immediately applied. To an extent this comes as an accepted corollary, but it is strengthened, as building costs make their appearance in tax returns, because of the further theory that taxes represent a liability when in truth legitimate taxes, wisely expended, must be an asset.

Right here, we wish to question the easy going analysis of business advantages mentioned. Is it not a fact that a successful business man or corporation reserves a portion of his investment for "working capital," a sort of reservoir for running expenses until the product begins to bring its own returns? Frequently, as demand and then production grow, this reservoir has to be increased. Make any deduction you wish on account of manipulation or watered stock, yet each of us could doubtless name offhand great lines of production in which this natural process is going on. The telephone, numerous other applications of electricity, the automobile and the tractor, will occur to us at once as recent examples. In these cases the working capital becomes a sort of revolving fund to which surplus and occasional new issues of securities, in

the form of stocks or bonds, give periodic enlargement.

Now our contention is simply this. The larger cost items of school maintenance, including that most important one, salaries of teachers, represent working capital. They should, of course, be managed with care and judgment, with all the financial insight we can gain, but they are a public investment for future profit. We hear at once this objection. Your analogy is wrong. The schools have no marketable product and profit either does not exist or at least cannot be measured. On the other hand, all school men ought to know and should be able to show the public that they are in the most profitable business there is—for others. Education is an immense dealing in futures with none of the gambler's risk except on the size of the returns. Granting for argument, that one part of the return is not easily measured in terms of money, it is nevertheless clear and in extent immeasurable. I happened to live for many years in Michigan, whose state seal carries in Latin the legend, "If you seek a beautiful peninsula, look about you." That motto was adopted in days of pine forests and malaria and was true even then. Now it carries the content of a vigorous commonwealth, whose industries and citizenship bear the ineffaceable stamp of its strong public schools and colleges and its great state institutions, such as the Mining School, the Agricultural College and the University of Michigan. Look about you in any of its towns or cities. Only the blind will fail to observe the civic returns from prompt and energetic investment in education. Most of our states can show the same sort of thing.

Let us put that aside. There is an actual provable financial profit and we want to emphasize again the statement that it may be traced to early educational investment and is comparable to the size of that investment. You will recall several studies in recent years of the results of training on wages and hence on living conditions. Some have been made by school people, some by manufacturers, and a few by industrial commissions. A definite summary is found

in Dr. Caswell Ellis's "The Money Value of an Education," a pamphlet published by the Bureau of Education. On the pre-war basis of wages, no boy, considering his profit as capital, could afford to stay out of school for a lower wage than \$9.00 per day, since the earning power of groups of boys who have finished high school represents that investment advantage over the earning power of boys dropping out at the sixth, seventh or eighth grade. Massachusetts, with her high per capita of educational costs, has a very high per capita of wealth. On the other hand, the states showing the lowest school expenditure, are at the foot of the wealth scale. Illustrations do not prove a point, but in this case the illustrations used summarise the evidence.

The war in its application of scholarship has proved the same thing. Some of the facts are already known, others are fast coming to public knowledge and the increased appreciation of the practical value of general education is noticeable. Each one has doubtless found many illustrations in his own line of war reading. I will refer here to only two. In a recent number of *Collier's Weekly*, progress in ordnance manufacturing and improvement was described in considerable detail. To my mind, one of the most remarkable applications of science there shown is the method by which Dr. Millikan of the University of Chicago and his assistants, improved the range-power and effectiveness of the small caliber guns without any structural change in the guns themselves. A second illustration is the wonderful work of the psychologists in shaping and successfully applying the personnel system through which recruits were supplied to all the parts of the army during 1918.

Truly, if we can carry over the capitalization of intellectual power into the arts of peace, we may hope ultimately to make war impossible. We know that sentiment for and appreciation of education have increased, but we must recall to the public mind that these victories of training and applied science have come through the most colossal backing of scholarship and statesmanship with

funds. Are we willing to make even a reasonable investment in peace? We can talk of the high prices, increased cost of living, needs for larger salaries, all we please, but in our effort to increase school funds (an effort just now needed in almost every community) I believe emphasis on investment by the public for the saving of its own life will have greater carrying effect. The latest figures published by the Bureau of Education, show that the average school maintenance cost in the United States meant, in the year 1914-15, a tax of twenty-five cents on each hundred dollars of true valuation. Of course, many communities are above that, but that is the average for the country. We must admit, I think, that the public is not yet acting on the theory of viewing educational expense as investment. Indeed, expenditure on that scale hardly reaches the dignity of a tax. It is rather in the class, sometimes used by churches and itinerant lecturers, of a "silver offering."

The point of view we have tried to emphasize is not new, but in present conditions it should be stated again and again, for at least two reasons: (1) We need ourselves to realize that a basic test of educational progress lies in financial support. (2) Granted that the great aims of education are ideal, we must sell to a business world the fact that faith without works is vain, and that money used in support of ideas is simply crystallized work. We have had in late months three great investments in the tasks of securing righteous peace,—an immense concentration of intelligence, rivers of blood and oceans of wealth. May we not at least claim toward making the nation "In Peace secure, in Justice strong," an investment basis for the expense of public education? We look to education for the increase of both general intelligence and general wealth; only as we secure these can the investment of blood, already made, be made secure.

Here's a short, ugly, true statement: work, plain, old-fashioned, hard work, is the surest, easiest passport to attainment—and generally the only passport.

THE NATION'S NEED OF PHYSICAL EDUCATION

Willard S. Small, Specialist in School Hygiene, U. S. Bureau of Education

EVIDENCE OF NEED.

1. Thirty-five per cent. of the men in the first draft were rejected as physically unfit. Allowing for under-height and special sensory defects, neither of which argues general physical unfitness, not less than twenty-five per cent. were rejected for real physical unfitness. That means 2,500,000, between the ages of 21 and 30, were unfit for military service; therefore unfit to render full measure of service in any capacity; therefore unable to get full returns from life in work and happiness. An equal number of women doubtless suffer from disqualifying defects.

2. Passing of the physical examination is no guarantee of fitness for immediate intensive military training. Only a minority of the men when they arrive at camp were possessed of the strength, endurance, agility, muscular control, and disciplined initiative necessary for the rigors of immediate intensive military training. This minority was made up largely of men who have had thorough and varied athletic experience under competent direction. The majority were lacking in one or more of the requisites. Much time was lost in purely physical training and conditioning.

3. Very few of these men knew how to take care of themselves. In reply to an inquiry upon this point, one camp officer replied, with humorous exaggeration, that a few of his men were acquainted with the tooth brush. Nearly all the men were physically uneducated; many of them were physical illiterates. And yet in the words of another able camp officer: "The percentage of men, under my command, who return home safe and sound will depend more upon knowledge of how to take care of themselves than upon any other one factor."

4. Approximately 1,000,000 young men each year reach military age. If the war had lasted, each year we should have been handicapped by a like percentage of rejection and of physically unconditioned men. But "military age" is essentially the same as economic age. We are economically handicapped.

5. There are about 25,000,000 boys and girls of school age, 6 to 18 years, marching along the great highway of youth. Numerous investigations show that at least fifty per cent. of these have defects and ailments that impede normal development in greater or less degree; that they live, at home and at school, in conditions more or less unhygienic; that they lack the positive physical education—play, athletics, gymnastics, work,—necessary to realize their potential man and woman power. A majority of the defects are remediable or preventable; the unhygienic conditions are not ordained of God; the physical education can be provided.

6. One State returns 85.87 per cent. of its drafted men as physically unfit; another State, only 53.33 per cent.—a variation of 32.54 per cent. Federal legislation would not entirely eliminate those disparities. Differences of race, social heredity and industrial and economic character are involved. It would tend to equalize such disparities and it would positively improve conditions in all States.

7. Economic disparities among States are very great. According to the best available statistics, California, for each child between 5 and 18 years of age, has property to the value of \$15,000; Mississippi, \$2,100. For each 100 children, Nevada has 180 men of 21 years and over; South Carolina has 58. Such disparities can be equalized only by Federal aid.

CHARACTER OF LEGISLATION NEEDED.

1. It should interpret physical education in a broad and true way, as understood by the most competent experts in school administration and in physical education. It must assume physical activity as the basic thing, but conditioned upon and integrally related with wholesome physical environment, individual physical examination and record, medical supervision of schools and school children, development of health habits and instruction in health knowledge, hygienic school management and procedure,

and co-operation with all agencies that make for physical upbuilding and the moral growth inevitably incident to sane, wholesome, active physical life.

2. More specifically it would prepare for military training in the following ways:

- (1) By classification of boys according to physical status, through recurrent physical examination during the growth period; and through early detection and correction of remediable defects.
- (2) By graded training to develop not only physical capacity but also "co-operative discipline," involving:
 - (a) A graded programme of exercises, scientifically selected and administered, for all children of school age.
 - (b) Corrective gymnastics for special postural and muscular defects.
 - (c) Intensive physical training for the older boys who are potentially fit for military service. Athletics is the most effective instrument. The commander of one of the army training camps writes: "I have observed that athletes assimilate discipline quicker than any other class of men. This is due to the fact that their experience in athletics has taught them the necessity for discipline and team work." Testimony of this kind is almost universal from the training camps.
- (3) By training in health habits, instruction in health knowledge, development of health ideals leading to physical conscience.
- (4) By increasing the physical efficiency of those fit for limited service only through: (a) early detection of defects; (b) specialized training for such individuals; (c) keeping such individuals out of inappropriate occupations.

WHAT WILL IT DO FOR THE NATION?

What such a programme, wisely administered, will do for military efficiency, it will do equally for efficiency in all civil functions. It will do for girls what it will do for boys. It will raise the positive coefficient of the physical life of the nation. It will build morality upon the solid foundation of physical soundness and vitality. It will be a powerful influence in Americanization. The democracy of the playground admits of no hyphenism of language and the morality of the athletic field, fair play and respect for the rules of the game is the very essence of Americanism.

It will not do the impossible. It will be only one of the social agencies in the immortal conflict between human progress and human retrogression. Good housing, adequate food, and sane regulation of juvenile labor are equally necessary. The enactment and operation of such a law as proposed for physical education will be a powerful stimulus and support to these other movements.

An editorial in the *London Nation*, September, 1916, called upon England to make reparation for "The Wasted Years" of her unprivileged youth:

"The war has brought home to most of us a sense of guilt and shame in regard to this dreadful waste of the vigor and the happiness of the race. No self-respecting nation can go back after this war to the state of things which makes the proper development of the body and mind the luxury of a small and privileged class. This reparation at least we will make to the thousands to whom their country has given nothing and from whom she has taken their all. It shall never again be said that it is not until they are needed for the terrible uses of war that any care is taken of the mass of the youth of the country."

England, during the labor and agony of war, replied with her new education law in which the "development of the body" is given rightful recognition. Shall we not in our period of readjustment make reparation for our "wasted years?"

2. It must provide for boys and girls alike. From the point of view of racial strength and integrity, the physical up-

building of women is of equal importance with that of men—perhaps of greater importance.

3. It should provide for all children and youth between 6 and 18 years of age inclusive. It should extend its benefits to youth above the compulsory school age by recognition of agencies already organized for doing such work, in the whole or in part; and by extension of the continuation school principle to include and secure a programme of physical education for children in industry between 14 and 18 years of age.

4. It should provide for Federal aid to enable the States to erect and carry on thorough and effective systems of physical education. This Federal aid should be limited to preparation of teachers for skilled service and payment for skilled service.

5. It should provide for studies, investigations and demonstrations for the purpose of developing progressively scientific standards in the field of physical education as interpreted.

6. It should provide for administration of the law through the established Federal and State Educational agencies; and for the co-operation of the Federal Public Health Service with the Federal Bureau of Education in the administration of those phases of the law in which the scientific resources of the public Health Service are necessary. It must guard against duplication of effort and conflict of interest.

7. It must guarantee the autonomy and initiative of the States. It must be so framed as to permit latitude of administrative procedure according to the genius and traditions of the several States, and to encourage initiative and flexibility in the development of educational methods and processes. For example the relation of education authorities and health activities within the States, in regard to administration of health supervision, should not be prescribed. The relation suggested between the Federal bureaus of education and of health might influence the States, but it would be unwarranted interference with State prerogatives to prescribe such a relation.

8. It should place primary emphasis

upon the creation and development of a plan and means for the preparation of teachers for this important educational work. No money should be expended for the payment of service until satisfactory plans have been made for the preparation of teachers.

9. It should provide safeguards for the proper and effective expenditure of the Federal appropriations, both in the use of funds for public purposes and of provision by the States of adequate supplementary funds and equipment.

RELATION TO NATIONAL PREPAREDNESS.

The war has shown clearly that, humanly speaking, the foundations of preparedness for war are identical with the foundations of preparedness for peace. But whereas war is psychologically simple, peace is infinitely complex. It was comparatively easy, for example, for the Provost Marshal General to make a physical classification of drafted men, based upon the degrees of fitness for military service, a classification that, with slight modifications, will be immensely useful in the general physical education of boys and girls. It will not be amiss, therefore, to point out the relation of the proposed national programme of physical education to military preparedness.

1. The programme proposed is neither a substitute for military training nor primarily a scheme of premilitary training. It is for both sexes. It is for the strong and the weak. It is a programme for producing physically fit men and women by physically educating boys and girls during the period of immaturity; for "unchaining the powers of man for the sake of life itself—its vigor, its beauty, its expression." The programme ends with the eighteenth year, which corresponds in general with the end of the legal school age and with the period of physiological immaturity. Efficient military training cannot be given earlier.

If universal military training should be adopted, this program would insure maximum preparation of a maximum number of young men for military training; if universal training should not be adopted, it would insure maximum preparation of a maximum number of young men and young women for efficient living.

HOW MAY THE PREPARATION OF TEACHERS FOR AMERICAN PUBLIC SCHOOLS BE MADE WORTHY OF A GREAT DEMOCRACY?

W. G. Coburn, Superintendent of Schools, Battle Creek, Mich.

THE whole world is passing through one of the most critical periods in all history. The overwhelming victory for democracy has settled for all time, we hope, the conflict between democracy and autocracy. We have passed one great crisis only to come face to face with another equally grave situation—the period of reconstruction. All Europe is wrestling with the most difficult problems of political, social, economic, moral and educational readjustments, and the future well being of mankind depends on the proper solution of these most important issues. The destructive power of the war itself, and the relative failure of our civilization to attain its ideals of liberty and justice make imperative a social reconstruction as revolutionary and as extensive as the war was appalling and far reaching. And we must expect to experience to a greater or less degree these social and economic changes in our own country.

The radical war measures adopted during the war will leave their lasting effects upon the nation. The government control of railroads, suspension of manufacture of intoxicants, compulsory arbitration of labor disputes, unprecedented income tax, federal price regulation of food and fuel; all of these radical innovations must be met and solved during our own reconstruction period. The true significance of the strained relations between labor and capital can be fully understood and appreciated only when viewed as a part of the world's industrial revolution, and point to significant events in the future. Then again, the extended development and use of gasoline, electricity, steam, chemical combinations and bacteria will have a most potent revolutionary effect upon social institutions.

As a partial recompense for the appalling devastation and the burdens laid upon us by the calamity of war, our nation has experienced a spiritual awakening in which we have cast off the scales of

ignorance and bigotry from our eyes and have gained a keener perception into the growing needs of our individual and national life. As Dr. Bagley has so well said of the present crisis: "There has been a marvelous awakening of the national consciousness, the sweeping away of the old divisions between sections of the country and groups of the population, and the birth of a new, fresh, and vigorous sense of national unity. The second great fact is the rapid growth and development of a new, pervasive and comprehensive meaning for the word democracy." In this new era of social and political readjustment, the nations of the earth will look more and more to our great democracy for light and guidance and as we are the wealthiest and most powerful of all the democracies, we must accept the responsibility for the preservation and development of the democratic ideals commensurate with our wealth and strength.

If it is our lot to assume the grave responsibilities of social leadership for all the nations, our country must look to the schools for help, as they are the most potent instrument in the development of national ideals, and in order to present an educational programme commensurate with the world crisis it would be strange indeed if we were not compelled to change our notions as to the function of education in respect to institutional life; and to scrutinize anew our aims and theories of school management in order to meet the new responsibilities of these most critical times and to insure the salvation of our democracy through the proper training of all the young people of our nation. It is then very appropriate that we should gather together this afternoon to consider "How may the preparation of the teachers of our public schools be made worthy of a Great Democracy?"

Before we consider the preparation of the teacher that is worthy of a Great Democracy it may be well to consider the

status of the teaching profession at the present time in the country at large. We may well ask the questions: Are the conditions for preliminary preparation of teachers before entering the service satisfactory? What inducements are offered young people of talent to enter the service, and are the incentives to remain in the service adequate to attract and hold such men and women as the nation needs to aid in the reconstruction work of a Great Democracy? On the other hand we are faced with the fact that thousands of experienced men and women resign their positions every year to enter mercantile and industrial pursuits, where the remuneration is much larger and where responsibility is not so great. If you ask them why they are leaving the profession they will say: "The term of office is insecure; salary is inadequate; no social recognition; attractions in other fields apart from salary are greater; the work is too harassing and the public shows little or no appreciation." The disgusted teacher knows that the rich stock-man who owns a fine herd of short-horn cattle in the Middle West will pay a man \$2,000 a year to care for his cattle and be content to send his children to school where no teacher receives more than \$500 a year; while in the city the rich man will employ a \$10,000 physician and a \$20,000 lawyer and yet feels that a \$1,500 professor is good enough to train his son.

First—What can be done to better the teaching profession in the face of all these almost unsurmountable difficulties? While we would be the last person to say that the rich stock-man cared four times as much for his stock as for his children, yet if we believe in this comparison, we have a solution of our problems. If we were able to spend, both in the city and country, even two times as much for education as we are now spending, we would be able to properly establish adequate industrial and vocational schools, to attract the highest talent to the profession; to demand a higher standard of efficiency of those in the service; to reduce classes from forty to twenty, and to carefully study the needs of each pupil. Pupils of lesser gifts could be directed into industrial courses

without humiliation, while the more gifted pupil would pursue in a normal way studies adapted to his needs.

There is a movement on foot in Michigan to raise the minimum salary in all cities of any size to one thousand dollars, and the maximum to fifteen hundred dollars, or as much more as may be necessary to secure first class teachers for our children. We shall hail the day when the teacher shall come to her own; when she shall not only get a living wage but such a salary as may take away all thought of how she will make ends meet, as so many are having to do at the present time to my certain knowledge. One thousand dollars per annum is none too much as a minimum salary for any bright young woman who has a life certificate from our best normal schools, and we shall hail the day when this desire becomes a reality. The minimum standard for teachers of all grades below the high school should then be educational preparation equivalent to that of a graduate of a first class four year high school, and in addition thereto a course of professional training equal to that furnished by the life certificate course of our best normal schools. This course is usually finished in two years but the present tendency is to require three years for the life certificate. We are much in favor of this plan as the average high school girl is not well enough prepared at present to meet the ever advancing standards of our most progressive public schools.

Second—When the salary question has been satisfactorily settled teaching must then become thoroughly professionalized. It has been a common saying that teaching is the most poorly paid and the most richly rewarded of all the professions. The great trouble has been that except for a very small number, the great mass of teachers has not considered teaching as a profession. Teaching has been simply an unskilled calling and many have used it only as a stepping stone to some other profession, or as a means to earn money with which to get married. This was especially true before cities and states set up certain qualifications and standards for teaching. While the spiritual satisfaction is one of the real rewards in teaching and should

ever be recognized as one of the prime factors which influence young people to enter the calling, yet we have reached the time when this cannot take the place of adequate remuneration for services rendered in the profession. The time is past when teachers are expected to submit to small wages for the same reason as the minister.

Third—The tenure of office must be made more secure. In raising the standards of the teaching profession the tenure of office must be so modified as to make the profession as attractive as possible to the young prospective teacher. Every inducement should be offered for the candidate to make the special preparation to meet the ever increasing requirements of the profession. At present in most schools a teacher who has rendered excellent service for five or ten years is automatically out of a position at the end of each year. This is not true with business or railroad employees. The successful teacher should know that she will automatically receive the usual increase for a successful teacher until she has reached the limit of salary and that her position is absolutely secure from that time on as long as her work is satisfactory.

Fourth—There is little hope, however, of dignifying the profession as it should be until most radical changes shall have taken place. The most important step is to develop some adequate agency for the leadership of educational reconstruction. This agency is already embodied in the plans set in motion by the National Educational Association to elevate to a department of the National Government the Bureau of Education and to give the commissioner a seat in the President's Cabinet; to tax the entire wealth of the entire nation for the education of all the children of the nation; to so reorganize the governmental administration of education as to secure the benefit of expert professional direction without at the same time sacrificing popular control. Education is at present a state function. The great war has shown the national government that our state educational systems are in many ways faulty and inadequate; that there is no equality of educational opportunity for the children

of our nation and that the present inequalities will persist until the education of all the children shall become a national duty. National problems are confronting us which are greater than state and community problems, and the education of all the children of the nation to meet these national problems should be a national obligation, and should be met by drawing on the wealth and resources of the whole nation.

The federal government is spending millions of dollars for the education and rehabilitation of our wounded soldiers who fought "To make the world safe for democracy" and we can see no good reason why the government should not spend millions to share the expense to provide for the efficient instruction of all the young people in the United States to preserve that democracy. We are aware of the fact that many are opposed to federal co-operation in the support of our public school systems, and we have seen articles written by educators strongly disapproving the plan, but we have federal aid with regard to vocational training as provided by the Smith-Hughes Act; and during the war, the War Department considered the education of the children of the munition workers at the great munition plants a legitimate part of production, and was willing to spend millions of dollars in this new field, and \$100,000,000 was also voted by Congress to be used by the President of the United States to even build homes for the munition workers at these plants in order to make explosives to whip the Huns. It was my good fortune in my rounds of inspection as Director of the government schools on Industrial Reservations, to visit some of these homes and to verify these statements.

We have mentioned a few of the most important points in the preliminary preparation of teachers and have called attention briefly to some changes which would make the teaching profession more efficient and satisfactory. What has been said concerning the teacher in the foregoing is true of the supervisor and administrative officer as well. The remaining part of the paper will be directed more particularly to the preparation of the superintendent of schools as

he will be a most potent instrument in the accomplishment of all the ideals in the future reconstruction in our nation.

A school journal recently said that "there are about six thousand school superintendents now in office and there are fully one hundred thousand men and women who have been heads of school systems. But it is a conservative estimate that more than half of them know nothing at all about duties of office other than those prescribed by statute or rule." This is a startling arraignment of the administrative officers of the school systems of our country, and if this is only approximately correct there is a vast amount of preparation to be made by them, not only before they enter the profession, but also after they have entered the service in order to render themselves worthy of the responsibility resting upon them during the reconstruction period of our nation.

First of all—the preparation of the superintendent before entering the service should be a thorough college training with school administration as a major. The custom has been all too prevalent in the past to select the principal of the high school when a vacancy occurred in the superintendency. This is a safe practice to follow only when the principal of the high school has made a study of the complete school system, the kindergarten and elementary grades as well as the high school, so that he may administer the school system with efficiency and understanding. Schools with an inefficient administrative officer may mark time for two or three years until the superintendent has learned by experience what are the progressive needs of the school system. In these days of progress the superintendent must be endowed with a large vision of what ought to be accomplished in his city. He must be an educational leader with well defined ideals and a real practical educational policy. This can be realized only by constant study on his part; by visiting other school systems; by attending as many national and state educational meetings as possible, and by taking courses under the best teachers at our great universities. In this way he may develop an educational policy which is

both practical and defensible, and which will take into account and fit into the modern needs of his community.

The superintendent must have the courage of his convictions. At the present time there can be no superintendent in the country who believes that the teachers are adequately paid, but how many of them have the backbone to come out in the open and fight for an adequate increase in the teachers' salaries? On the other hand, we hear superintendents saying they are afraid the coming slump in wages in the industrial world will affect the increase of wages of the teacher. Their weak will, their absence of self-reliance, their fears cost them the esteem of their colleagues, and they miss an excellent opportunity of becoming attorneys for the children and the teachers. They should learn that in the long run an excellent teacher is not liable to be overpaid in this day and age; that no school is satisfactory unless it is excellent; that no school is excellent until the teacher is excellent; that no teacher can do excellent work until all conditions under which she works are of the best including the matter of salary.

The superintendent should not only know the science and the art of teaching, but he should also know the practical technique of teaching, the theory of supervision and the science of measurements through actual experience; he should also be able to make a survey to find the needs of his teachers in service, and to devise ways and means to meet these needs. He should be able to stimulate the teacher to go to the same sources of knowledge, and to learn the same principles of instruction and supervision which guide the superintendent and supervisor in directing her what to do. In this way the fear which naturally arises through the consciousness that the supervisor knows vastly more than herself, will be done away with and she will at once begin to show strength and self-reliance.

The superintendent should have high ideals as to the kind of teachers who should enter his school system, and should be allowed full freedom to select them; where the superintendent is held responsible for the results in teaching, he

should be given equal authority to administer the system according to his own standards of efficiency and when he is found wanting, he should be succeeded by another who has the ability to meet standards worthy of our democracy. The successful superintendent should be endowed with the rare ability to select the right kind of assistants; he should be big enough to select men and women who are better qualified than himself to do certain types of work for which he is not so well equipped, or for which he does not have a natural aptitude. If he has the power to utilize all the talent which he has in his corps, to the highest degree, and he is wise in the selection of men and women of talent, he has laid the foundation of an excellent plan for the training of teachers in the service.

The superintendent should cultivate in the minds of his teachers a professional attitude towards school teaching and not until the teacher realizes that genuine merit, and that alone, should count in their annual promotion and in the rate of increase of salary, can he expect to create a proper attitude on the part of the teacher towards the school system. The Chicago city schools have adopted the "Efficiency Rating of Teachers" and have prepared an excellent efficiency card and every superintendent in the country may well prepare a similar one, adapted to the needs of his community. The writer has used such a system for the past ten years in the city of Battle Creek and this plan has been one of the most powerful factors in getting the increase of the teachers' salaries. When once a teacher reaches a superior grade, the board of education feels that she should be justly rewarded and therefore no fixed salary increase is made, but each case is considered carefully and the increase of salary is made according to the merits of the case.

Educational reconstruction will demand even in our smaller cities a greater interest in the social welfare of the city as related to the school system; better health conditions; free medical and dental clinics both for treatment and diagnosis; a greater opportunity for industrial training and a more efficient training for the responsibilities of citizenship.

We have called attention briefly to the following facts: The United States is face to face with most difficult problems of reconstruction; radical war measures adopted during the war will leave lasting effects upon the nation; as a partial recompense for the appalling devastation and burdens laid upon us through the calamity of war, our nation has experienced a spiritual awakening; that the nations of the earth will look to our great democracy for light and guidance; our democracy will look to the public schools as the most potent agency to insure the salvation of our democracy through the proper training of all the young people of our nation; the schools are not at their maximum efficiency because of the lack of funds; higher salaries must be given the teachers; the vocation of teaching must become thoroughly professionalized; the tenure of office must be made more secure; public school education should become nationalized; the national government should tax all the wealth of all the nation to give equal educational opportunities to all the children of the nation; the superintendent of schools will be a most potent instrument in the accomplishment of all the ideals in the future reconstruction in our nation; the superintendent should have a thorough college training with school administration as a major; he should have the courage of his convictions; he should know the practical technique of teaching as well as the science and the art; he should have high ideals as to the kind of teacher who should enter his school system; he should cultivate in the minds of his teachers a professional attitude towards teaching; he should be greatly interested in the social welfare of the city as related to the school system.

Only the very busy are very happy. Industry is a talisman against worry and want. Occupation sweetens even the rich man's loaf.

Life is merely an opportunity, and wasting it or making the most of it is merely a matter of personal choice.

NEW REGULATIONS FOR THE CERTIFICATION OF SCHOOL LIBRARIANS

Dr. Sherman Williams, Department of Education

WHEN one thinks of the number of newspapers, magazines and other periodicals published he begins to appreciate the extent to which people are affected by their reading. When he notes the number of advertisements found in periodicals, he must appreciate the fact that business men and others believe that people read for information. The ways in which this appreciation is indicated are almost numberless.

Do we recognize this in our schools as the business world does? Evidently not. If we did we would give far more attention to training pupils so that they would read, not only for pleasure, but for information and for inspiration as well. We would appreciate as does the business world the practical value of reading, and how it can be used to direct the thinking and the lives of our children for good or ill throughout their lives.

This has been left largely to chance in most of our schools and still is in many of them. We employ specialists to teach the children science, which most of them will make no direct use of in all their after lives, and but little use of at any time. We have special teachers of drawing and many other subjects, but act as if we believed that any one could do that most difficult work, and also the most important work of the school, training the children to love good literature. Few of our teachers can do this to any considerable extent. Most of the schools that train teachers do not even attempt to fit them for this work. For some years the Geneseo State Normal School has maintained a Teacher Librarian Course to help meet a great need.

A few large high schools employ trained librarians. All should do so. Wisconsin has already taken steps to require this. In that state every high school must employ a trained librarian not later than September, 1919.

If it is wise for the state to encourage vocational training, which only a small

proportion of our children will ever put to any practical use in after life, how much more important it is that it should encourage school authorities to employ trained librarians whose work would reach every child in school and influence them all for their whole lives.

The state has already taken some steps toward encouraging the employment of school librarians. Until within a few years it did not recognize a librarian as a teacher and allowed no quota for her services. Now librarians are on the same basis as teachers in this respect.

The state also maintains a free library school. This is small and probably always will be but it sends out some well trained men and women who will not only do good work themselves, but influence and help others. Some of the graduates of this school are librarians in large city high schools. In addition to the work of this school the state maintains a short six weeks summer library school for those who cannot afford to give years to training themselves for their work. While this school bears no comparison to the regular course, it nevertheless does a great deal of good. Still another form of training is given by the state. It has each summer a three weeks library institute. Every academic school in the state that is unable to support a trained librarian should send one of its teachers to this institute.

All these courses are free to all residents of the state who have the required entrance preparation.

Quotas are allowed to districts that employ a librarian who either has a teacher's license or holds a librarian's certificate. Recently the Board of Regents has decided to issue librarian's certificates as follows:

1. Permanent certificates will be issued to those who are college graduates and who are also graduates of library schools approved by the Regents of the University.

2. Five-year certificates will be issued to graduates of approved library schools,

and after five years' satisfactory service a permanent certificate will be issued to such persons.

3. Three-year certificates will be issued to graduates of an approved short library course of not less than six weeks, provided such graduates have had at least two years' library experience.

4. One-year certificates will be issued to graduates of an approved short library course provided they have had one year's library experience, and to graduates of approved college or normal schools, who have had no library experience, provided they have attended one or more sessions of the state summer library institutes conducted by the State Library, and are certified as having done satisfactory work.

5. Certificates may be renewed for a like period on satisfactory evidence that acceptable work has been done during the period for which the original certificate was issued.

For services in cities of the first class only permanent certificates will be accepted.

For services in cities of the second class both permanent and five-year certificates will be accepted.

For services in cities of the third class and in villages having 5,000 inhabitants or more, the first, second and third forms of certificate will be accepted.

For services outside of cities and villages of 5,000 inhabitants or more, any one of the four forms of certificate will be accepted.

THE UNITED STATES BOYS' WORKING RESERVE

H. W. Wells, National Director

THE U. S. Boys' Working Reserve is a registered army of patriotic youth, organized under the Department of Labor, with branches in every state of the Union and in the Territory of Hawaii. Its purpose is to mobilize for productive service, chiefly upon American farms, all physically fit boys of the United States of the ages of 16 to 20 inclusive, and to provide for the continuance of their education and training, and to prevent their exploitation, while they are so mobilized.

The programme of the U. S. Boys' Working Reserve exhibits these significant items:

1. To enroll, chiefly in the high schools of the United States, all boys physically fit for service on the farms.

2. To anticipate the actual work upon the farm by such a course in the elements of farm practice as shall enable them to meet the reasonable expectations of their farmer employers.

3. To supervise at their work boys mobilized, by the appointment of a supervisor for every group of 25 boys employed, so that the morale of the boys shall be sustained, their differences with their employers adjusted, and the discouragements inherent in their new surroundings shall be alleviated, and their efficiency maintained and increased.

4. To devise a programme of wholesome and recreational activity for their leisure hours. To create and to sustain their esprit de corps; and to give them a sense of the national and patriotic character of their service.

5. To inspect the work places of would-be employers in order that the living and working conditions of such places may be found to be, or may be made to be, in conformity with accepted standards.

Training of boys is accomplished first by the introduction into every high school of the United States the now famous Farm Craft Lessons edited by, and almost wholly written by, Eugene Davenport, Dean of the College of Agriculture, University of Illinois. These lessons consist of a series of four-page monographs, every one of which deals with some element of farm practice general throughout the United States. The series is loose-leaf and capable of indefinite expansion. It is, too, by its loose-leaf character, easily subject to a process of selection that chooses those lessons that are particularly applicable to conditions that obtain in various sections and localities. Whereas the Farm Craft Lessons make a text of very high quality in vocational education, their purpose will easily be missed if they are re-

garded merely at a text, and are not regarded, as they are meant to be, as a Manual of Instruction to be taken to the laboratory, to the barns, to the implement maker's, to the fields, in order that in living touch with the actual conditions and equipments of farms they may help to illustrate the elements of farm practice.

Training of boys is furthered in the next place by the establishment in co-operation with and in connection with Agricultural Colleges and Schools, of Central Farm Training Camps, in which Camps the boys are subjected to military discipline, are taught by the Faculties of the Schools and Colleges, are brought into contact with the superior equipment of such Colleges and Schools, and so are sent forth to their work with a training a little more definite than that it is possible to obtain through the use of the Farm Craft Lessons.

Professor William J. Spillman, recently, and for 16 years, Chief of the Bureau of Farm Management of the Department of Agriculture, says that the U. S. Boys' Working Reserve "Provides a permanent solution of the increasingly difficult problem of harvest labor on the farm." One of the problems of school masters in this country has been to devise a programme that should be co-operative with the public school system of the United States for the wise and helpful employment of the long vacation period. The common experience of school masters with boys who return to school from their long vacation is that that vacation leads very commonly to demoralization which only the discipline of several weeks of the autumn semester can overcome. Character is invaded, and time and energy of the teaching faculty is wasted. The U. S. Boys' Working Reserve provides an occupation for the vacation period that conserves the school boy's morale, increases it, builds him up in body and mind, adds immensely to his practical knowledge of affairs, and returns him to school thoroughly fit immediately to undertake the education and training provided by his school.

Because of the sanity of this programme, and because of its immense practicality, and because the Reserve is

the only Organization that affects the whole public school system of the United States, the Reserve deserves the hearty support of superintendents, principals and teachers of the public schools.

Some change in schedules; some speeding of courses; some elimination of non-essential studies, and of non-essential elements of essential studies will be necessary on the part of the schools to secure a frictionless co-operation with the Reserve. But enlightened school masters in every State of the Union are quick to see the advantages of such co-operation and in increasing numbers are supporting the work of the Reserve.

BOOK NOTICES

How to Teach the Special Subjects.

By Kendall, Calvin N. and Mirick, George A.
Pp. xvi + 310. \$1.60. Houghton Mifflin Co.

This book is a companion volume to "How to Teach the Fundamental Subjects" by the same authors. It has been prepared with a view to assisting elementary teachers of the rural and village schools, where the needed supervision in the special subjects is not afforded in any thorough-going way, with simple, sound, non-technical and practical objectives and suggestions. Each chapter combines the views of a successful specialist in the particular field with the broader attitudes of the authors. The result is a simple and usable book for the particular place it was intended to fill. The subjects treated are Music, Physical Education and Play, Drawing and Applied Art, and Nature Study and Elementary Agriculture. Collateral readings accompany each topic and a selected bibliography is presented. Two helpful chapters somewhat beyond the scope of the book deal with morning exercises and special day programmes and seat work in the primary grades.

W. A. OWENS,
University of Rochester.

The Psychology of Childhood.

By Norsworthy, Naomi and Whitley, Mary Theodora. Cloth, xix, 375 pp. Price, \$1.60. The Macmillan Company, New York.

General psychology is presupposed in this well balanced treatment of the special field of childhood. It could,

however, be read profitably by those not so prepared because of its simple style and concrete treatment.

Designed to serve as a text-book, its topical analysis is effected by marginal questions and topic headings, and each chapter is followed by a short list of selected references and by valuable questions or exercises or both.

In range of topics the book is complete. The discussion of instincts which is not unduly extended in this text is prefaced by a chapter on heredity as the source of original nature. The cognitive and affective processes are given extended and distinctive treatment based in considerable degree upon experimental findings. These chapters and the frequent use of illustrative graphs commend the book especially. Chapters on attention, habit, moral and religious development, the physical welfare of the child and exceptional children complete the book and make it a useful programme of work. More concreteness in the discussion of incentives, with emphasis upon the goal to be reached by their use as well as the means to this end, would add to the value of this discussion. The same might be said of the suggestions for training in thinking.

W. A. OWENS,
University of Rochester.

An Introduction to the Study of Science. By Smith and Jewett. Cloth, illustrated, xvi-620 pp. Price, \$1.40. The Macmillan Company, New York.

Among the recently published texts on Elementary and General Science, the new book by Smith and Jewett called "An Introduction to the Study of Science" is of interest. In the preface the authors have made recommendations regarding the functions of introductory science and have built the textbook to carry out their ideas. Nearly every phase of the pupil's environment is included under the chapter titles. Attention is particularly directed to the three chapters on transportation in which the authors have skillfully assembled a large amount of useful material. Each chapter of the book is divided into sub-topics with carefully worked out summaries and very practical review questions.

While portions of subject matter may appear to some teachers as rather difficult for the average first year high school pupil, the book is so constructed that a teacher can readily adapt it to a particular need.

Distributed through the book is a series of helpful exercises. The cuts, which are relatively few in number, are well chosen.

HARRY CARPENTER,
West High School,
Rochester.

The History of the American People, for Grammar Schools and Junior High Schools. By Charles A. Beard and William C. Bagley. Cloth, maps and illustrations, xv-674 pp. The Macmillan Company, New York.

The names of the authors are of themselves sufficient guarantees of efficient craftsmanship. A book by them is sure to be written in clear, interesting and forceful style, with due regard for accuracy. The names of the authors imply also a certain freedom from the besetting tendency of textbook writers and publishers to venerate, unduly, traditional methods and subject-matter. It is in the fact that Professors Beard and Bagley have marked out for themselves a new but solid path in the writing of school histories that, to my mind, the chief merit of the book lies. Their aim, as stated in the preface, is "the preparation of children for citizenship through an understanding of the ideals, institutions, achievements, and problems of our country." In keeping with this aim they have attempted to make their work something more than a mere record of dates and events, interspersed with interesting anecdotes, something more even than a successful presentation of causes and effects. They have attempted to treat American history primarily as an evolutionary process, of which present conditions and problems are the inevitable outcome. They have therefore laid stress on economic and social history and have placed much emphasis on developments since the Civil war.

They have not hesitated to portray the growth of the conflict between capital and labor, the development of the trusts, the rise of socialism. They have pointed

out that from these developments have arisen certain problems which modern society is called upon to solve. Certain timid and conservative individuals, therefore, some of them members of boards of education, have, perhaps for this reason, called the book "dangerous," and have advised against its use in schools. Sensible and courageous teachers will not hesitate on that account, however, to give the work a trial, will not be afraid to acknowledge to youthful minds that there are defects in social conditions which the citizens of to-morrow will be called upon to remedy.

The authors display a courage in dealing with these problems which must command the admiration of thousands of persons throughout our country the ideals of which are so skillfully portrayed.

JONATHAN F. SCOTT.

World War Issues and Ideals. Readings in Contemporary History and Literature By Morris Edmond Speare and Walter Blake Morris. Cloth, xi-461 pp. Price, \$1.40. Ginn & Company, Boston, New York, Chicago.

The editors have chosen from the great mass of war literature illustrating the ideals of the allies and their adversaries fifty representative selections from books, essays, speeches, sketches, and state papers, cutting them down to suitable lengths, providing them with notes, mainly biographical and historical, and references to illustrative material. While the book was intended primarily for the War Issues Course as a help to show for what principles the United States was fighting, the editors, who are teachers of English at Annapolis, have kept in mind the needs of college freshman English and have included examples of exposition, narration, argumentation and description. Teachers who have been trying to harness the interest created by the war to the study of composition, should make themselves familiar with the book. Whether they intend to use it as a text or not, they will find many selections to help them.

ALLEN B. WEST,
University of Rochester.

Plutarch's Lives. Clough's Translation, abridged and annotated for schools by Edwin Ginn, with historical introductions by William Francis Allen. Ginn and Company, Boston, New York, Chicago. Pp. 401. Price, 60 cents.

Seven of Plutarch's famous lives of Greek and Roman leaders are here presented in an attractive school edition. The introductions, notes, and pronouncing vocabulary render it convenient for young readers.

JOHN R. SLATER,
University of Rochester.

A Short History of England. Revised Edition. By Edward P. Cheyney. Pp. 767. Price, \$1.50. Ginn & Co., Boston.

This revised edition of Professor Cheyney's text book is a reprint of a work with which every teacher of English history is more or less familiar, enlarged by a chapter of about fifty pages entitled Social Changes and the Great War. This chapter, likewise, is an enlargement, rather than a revision of the "Supplement" which was published in 1915. The work unfortunately was brought to a close before the passage of the last Reform Bill in 1918 doubled the franchise and gave the democracy of Great Britain a more perfect form. The new index is considerably enlarged and improved by the addition of diacritical marks and phonetic spelling, whenever they are necessary. It is a matter for regret that no revision of the general bibliography or of the special bibliographical notices at the end of each chapter was possible.

ALLEN B. WEST,
University of Rochester.

General Science. By Caldwell and Elkenberry. Cloth, illustrated, 404 pp. \$1.28. Ginn & Company, New York.

The new edition of this book contains considerable added material which many General Science teachers will be pleased to note and appears to be a real revision. Among the added topics the following may be mentioned as of major interest; elementary astronomy, electricity, and considerable new material on hygiene

and nutrition. The book is rich in well chosen illustrations, useful tables and charts.

The first nine chapters (Part I) are devoted to the general topic of Air. The last three of these chapters being related especially to Plant Life and Food Manufacture; Dust, Molds and Bacteria; and the Distribution and Control of Bacteria. The next four chapters (Part II) treat of, "Water and Its Uses," including a chapter on Water Supply and Sewage Disposal. Chapters XV to XIX (Part III) includes the topics Work, Energy, and Electricity. Chapters XX to XXI (Part IV) deal with "The Earth in Relation to Other Astronomical Bodies." Five chapters (Part V) are devoted to the Earth's Crust and seven chapters (Part VI) treat on "Life upon the Earth."

Many teachers will be interested in the questions for discussion which precede each chapter. These questions are essentially practical in character and should serve to stimulate interest and to prepare the way for a more intelligent use of the text by the pupils.

The new book contains 404 pages compared with 308 pages of the first edition. Mechanically the book is excellent and this is an important factor in any book which is to be used by young children.

HARRY A. CARPENTER,

West High School, Rochester.

A Short History of the English People.

By John Richard Green, Revised and Enlarged by Alice Stopford Green. Cloth, iv-1039 pp. Price, \$2.00. American Book Company, New York.

The epilogue of 170 pages makes of the Short History a volume of considerable size. Its two sections, entitled "The Social Revolution" and "Foreign and Colonial Policy," are admirable summaries of British history during the hundred years preceding the outbreak of the Great War. Mrs. Green succeeds fairly well in the difficult task of holding the interest of the reader while she condenses material that might quite properly have formed the basis for a supplementary volume to her husband's epoch-making work.

ALLEN B. WEST,
University of Rochester.

Modern European Civilization. A Text-book for Secondary Schools. By Lewis Roscoe Ashley. Pp. 334. Price, \$1.60. The Macmillan Co., New York.

This work is chiefly an account of the development of modern civilization since the French Revolution; only five of the twenty-five chapters are devoted to the period from 1603 to 1789. In the preface the author explains that he has tried to select material of permanent value which is essential to a comprehension of the problems likely to arise during the next few years as well as those which pertain to the Great War and its causes. As an explanation of the present through a study of the past the book is on the whole successful, for the material is well chosen and presented in a way to arouse and maintain the interest of the High School pupil. As a text book the work has many commendable features: extensive bibliographies; lists of topics, studies, and questions at the end of each chapter; suitable illustrations and plenty of clear, well-chosen maps. Cross references for the purpose of topical study are numerous, and a laudable attempt has been made to indicate the pronunciation of foreign proper names. Notwithstanding an evident desire to make the book genuinely explanatory of modern conditions, one gets the impression of a relatively greater emphasis upon the facts than upon their significances. This, however, would scarcely be a fault in the hands of a competent teacher.

ALLEN B. WEST,
University of Rochester.

National Governments and the World

War. By Frederick A. Ogg and Charles A. Beard. Cloth, viii-603 pp. Price, \$2.50. The Macmillan Company, New York.

The most interesting and the most valuable of all the books produced by the war are those which serve to illustrate the issues for which the world has been struggling. Now that autocracy has at last been overthrown, it is especially fitting that we should study the real nature of our enemies as expressed in their political institutions and at the same time learn how our allies have worked out the problems of popular government in their respective environments. National Gov-

ernments and the World War is one of the best of this new type of war publications. More than half of the book is devoted to the governments of the United States and Great Britain, but one or more chapters deal with the constitutions and politics of each of the following states as they existed in 1918: France, Italy, Belgium, Germany and Austria-Hungary. Part IV, which consists of two chapters on American War Aims in Relation to Government and the Problems of International Government, is of ephemeral value. Teachers whose field lies in history or civics will find this book especially valuable in its corrections of erroneous ante-bellum impressions and its authoritative account of constitutional changes and political developments up to the end of last year.

ALLEN B. WEST,
University of Rochester.

BOOKS RECEIVED

- HATHEWAY, JOEL, and BERGE-SOLER, EDUARDO. "Easy Spanish Reader." Cloth, illustrated, xiii-386 pp. Price, \$1.10. The Macmillan Company, New York.
- OTIS, ARTHUR S. "The Otis Group Intelligence Scale." Paper, complete sample set. Price, 50c. World Book Company, Yonkers, N. Y.
- SPILLMAN, HARRY C. "Personality." Studies in Personal Development. Cloth, 206 pp. Price, \$1.50. The Gregg Publishing Co., New York, Boston, Chicago.
- MERIMEE, PROSPER, and FRANCOIS, VICTOR E. "Colomba" with Introduction, Notes and Vocabulary. Cloth, illustrations, 316 pp. Price, 60c. The Macmillan Company, New York.
- KENYON, ALFRED M., and INGOLD, LOUIS. "Elements of Plane Trigonometry." Cloth, illustrations, 158 pp. Price, \$1.00. The Macmillan Company, New York.
- FRADENBURGH, A. G. "American Community Civics" for High Schools and Junior High Schools. Cloth, illustrated, xiv-345 pp. Hinds, Hayden & Eldredge, Inc., New York.
- FRADENBURGH, A. G. "A Short Course in American Civics." Cloth, illustrated, xii-287 pp. Hinds, Hayden & Eldredge, Inc., New York.
- BARTHOLOMEW, WALLACE E. "Bookkeeping Exercises." Elementary and Advanced Bookkeeping, Book One, Cloth, 105 pp. Price, 60c. Book Two, Cloth, 118 pp. Price, 60c. The Gregg Publishing Co., New York, Boston, Chicago.
- BURTON, HARRY E. "Vergil's Aeneid" with Introduction, Notes, Vocabulary and Passages for Sight Translation. Cloth, illustrations, 550 pp. Silver, Burdett & Co., Boston, New York, Chicago.
- BURCHILL, GEORGINE, ETtinger, WILLIAM L. and SHIMER, EDGAR D. "The Progressive Road to Reading." Book Four, cloth, illustrated, 267 pp. Silver, Burdett & Co., Boston, New York, Chicago.
- ATKINSON, ALICE, M. "An Introduction to American History." European Beginnings, Revised Edition. Cloth, illustrated, xix-344 pp. Price, 88c. Ginn & Company, Boston, New York, Chicago.
- WADE, JOSEPH, H., and SYLVESTER, EMMA. "Graded Readers." Second Reader. Cloth, illustrated, 109 pp. Price, 44c. Ginn & Company, Boston, New York, Chicago.
- KENYON, ALFRED M. and INGOLD, LOUIS. "Elements of Plane Trigonometry." Cloth, illustrations, 269 pp. Price, \$1.20. The Macmillan Company, New York.
- KEILEY, R. B., and MURTAGH, ANNA L. "Handbook for Students." Paper, 25 pp. Price, 25c. The Solvay Schools, Solvay, N. Y.
- WAYLAND, JOHN W. "History Studies for Primary Grades." Cloth, illustrated, ix-212 pp. Price, 60c. The Macmillan Company, New York.
- ABOUT, EDMOND, and WILSON, FRANCES B. "Le Roi Des Montagnes" with Introduction, Notes, Exercises and Vocabulary. Cloth, 388 pp. Price, 60c. The Macmillan Company, New York.
- AXTELL, ULYSSES F. "Eighth Grade Poems." Cloth, 170 pp. C. W. Bardeen, Publisher, Syracuse, N. Y.

OF TWENTY TEACHERS

the last placed, ten—just half—have been for grade work, the other ten positions being as varied as the curriculum—science, English, French, music, domestic science, physical training, grammar principal, etc.

The Unlimited Opportunity

this season for teachers, the rising salaries and general improvement of conditions, make teaching more attractive than ever before. The principal of one of the small high schools in central New York writes us on May 21: "I sent contracts to your candidate last week at a salary of \$900. I thank you for your interest in my behalf." Our candidate in this instance is a young woman just graduating from Bucknell university—a promising outlook for a college graduate without experience.

If You Have Never Been Registered With An Agency, Try Us

If you have been registered with any other Agency try us this year. If you have been registered with us before, try us again. The demand for teachers far exceeds the supply, and *now is the time*. Never before have rural schools paid such salaries or been so eager for superior teachers.

The School Bulletin Teachers Agency

C. W. BARDEEN, Manager, SYRACUSE, N. Y.

Does Dr. Becht Overstate It?

When he says that the rural school outdoor toilet is the chief source of immorality in rural life?

ISN'T IT TRUE — TRUE AS GOSPEL?

—This statement of J. Geo. Becht, Executive Secretary of the State Department of Education of Pennsylvania.

You, as a teacher, must realize the destructive effect on morals of the crude, unclean, immoral little building behind the screen out in the yard.

Ten years ago a satisfactory indoor school toilet could not be had without flowing water and sewer connections. Then began the studies and experiments of the men who founded Kaustine Company, Inc. Three years of experiment, study, and invention resulted in the first practical toilet of this nature. Steady improvement has been made until to-day the Kaustine Chemi-

cal Toilet has reached a high state of perfection, and over 40,000 are in use.

State School Officials in all parts of the country know Kaustine Toilets, and recommend their use for unsewered schoolhouses.

Granges use them in their Halls, Churches, in their buildings, while thousands of Homes have added this comfort and convenience.

Remember that this is quality product. That Kaustine Toilets have the longest guarantee and are made and backed by the strongest concern with the longest experience of any in this business.

You can do no work of prevention so advantageous to your children—so uplifting—as in persuading your school officials to adopt this equipment and banish the abominable outhouse.

Inquire for further particulars which will be gladly and freely furnished.

KAUSTINE COMPANY, Inc.
BUFFALO, N. Y.

**Agencies all over New York
State and thousands of
users in the State.**



Before Purchasing SCHOOL FURNITURE

Do not fail to send for our catalog and prices of

Movable Chair Desks

Tablet Arm Chairs

Combination Desks

Auditorium Chairs

Teachers' Desks

Portable Folding Chairs

"EMPIRE" furniture means QUALITY

EMPIRE SEATING COMPANY, Inc.

430 East Main Street, Rochester, N. Y.

"MASTER OF THE SHORT SENTENCE"

**Unquestionably
WEBSTER IS DIFFERENT,
but how?**

Here is one distinctive feature of the WEBSTER HISTORIES. It was suggested by a well-known educator of Greater New York. He said: "Do you know the secret of Webster's style? He is master of the short sentence."

ISN'T THIS TRUE? Open one of the Webster Histories at random and test it for yourself. Note, particularly, the short, simple key sentences. They catch in the pupil's mind and hold while the author develops and weaves his thought.

To be sure, Webster writes about interesting things, stressing always the human side of history, but this fact, alone, would not have given the books their priority. The clear, direct, straightforward diction must also share the honor.

Now you will sympathize with the boy in a well-known preparatory school who asked his teacher for more reading from "that fellow Webster," adding: "He knows how to put it across so a boy can get it."

Are your pupils getting it?

THE WEBSTER HISTORIES

Are published by

D. C. HEATH AND COMPANY, 231-245 W. 39th Street, NEW YORK CITY

The Journal

of the New York State
Teachers' Association



Published Monthly at Rochester by
The New York State Teachers' Association

October, 1919

The Journal

of the New York State Teachers' Association

Entered as second-class matter at the Post Office, Rochester, N. Y., February 17, 1914. Acceptance for mailing at special rate of postage provided for in section 1103, Act of October 3, 1917, authorized September 12, 1918.

Published monthly by the New York State Teachers' Association on the 15th day of January, February, March, April, May, June, October and November, at 5 South Water Street, Rochester, N. Y.; A. G. BROOKS, Publisher.

EDITORIAL COMMITTEE: GEORGE M. FORBES, University of Rochester; GEORGE P. BRISTOL, Cornell University, Ithaca; RICHARD A. SEARING, North Tonawanda.

CHANGE OF ADDRESS. Members of the Association and subscribers should notify the Secretary, Richard A. Searing, North Tonawanda, promptly of any change of address.

COMMUNICATIONS should be addressed to the Secretary, Richard A. Searing, North Tonawanda.

SUBSCRIPTION PRICE for the JOURNAL to all who are not members of the New York State Teachers' Association is \$1.50 per year, eight issues. Postage is prepaid.

ADVERTISING. Application for advertising space and rates should be made to the Publisher, A. G. Brooks, 5 South Water Street, Rochester.

NEW YORK STATE TEACHERS' ASSOCIATION

Officers, Nineteen Hundred Nineteen

President—JUDSON S. WRIGHT, Falconer.

Vice-President—H. D. DE GROAT, Cortland.

Secretary—RICHARD A. SEARING, North Tonawanda.

Treasurer—W. H. BENEDICT, Elmira.

Executive Committee: Terms expire in 1919—DR. A. C. THOMPSON, Brockport; HOWARD G. BURDGE, Wellsville. Terms expire in 1920—MRS. ROSE MINNICK, Glens Falls; C. EDWARD JONES, Albany. Terms expire in 1921—DR. H. S. WEET, Rochester; W. E. PIERCE, East Aurora.

Ex-Officio Members—President JUDSON S. WRIGHT, Secretary RICHARD A. SEARING, Treasurer W. H. BENEDICT.

Committee on Legislation—Chairman, John A. DE CAMP, Utica; DANIEL J. KELLY, Binghamton; DR. A. R. BRUBACHER, Albany; DR. C. EDWARD JONES, Albany; MRS. ROSE MINNICK, Glens Falls.

Committee on Teachers' Welfare—Chairman, DR. THOMAS D. WOOD, Columbia University, New York City; DR. CLINTON McCORD, Albany; HENRY D. HERVEY, Auburn; MISS SOPHIE BECKER, Buffalo; MISS MABEL SIMPSON, Rochester; MRS. DOROTHY CONNOLLY, Jamestown; SUPT. L. W. SWAIN, Westfield; DR. A. R. BRUBACHER, Albany; EDWARD F. BROWN, New York City.

Special Committee on Teachers' Pensions—DR. A. R. BRUBACHER, Chairman, Albany; SUPT. RAY P. SNYDER, New York Mills; MISS ADA M. BAKER, North Tonawanda.

SECTION CHAIRMEN—1919

Classical Section—Pres., GEORGE D. KELLOGG, Union College, Schenectady; *Commercial*—Pres., G. M. YORK, State College for Teachers, Albany; *Elocution*—Pres., H. M. TILROE, Syracuse University; *English*—Pres., A. B. SIAS, West High School, Rochester; *Evening Schools and Americanisation (Evening School and Immigrant Education Sections combined)*—Pres., W. C. SMITH, State Education Dept., Albany; *Fine, Industrial and Household Arts*—HARRY W. JACOBS, Buffalo; (a) *Fine Arts*—Vice-Pres., EUNICE PERRINE, State College for Teachers, Albany; (b) *Household Arts*, Vice-Pres., MARION VAN LIEW, State College for Teachers, Albany; (c) *Industrial Arts*—Vice-Pres., ALFRED BINGHAM, 192 Waverly St., Buffalo; STEWART F. BALL, Buffalo; *History Association*—Pres., EDWARD P. SMITH, High School, North Tonawanda; *The New York State School Hygiene and Physical Education Association, meeting as a section of the New York State Teachers' Association*—Pres., LAWRENCE S. HILL, 815 Myrtle Ave., Albany; *Kindergarten*—Pres., LUELLA A. PALMER, 510 West 123rd St., New York City; *Library Section*—Pres., ALLEN ABBOTT, Columbia University, New York City; *Mathematics*—Pres., E. E. ARNOLD, State Education Dept., Albany; *Modern Language Association*—Pres., DR. JONAS NEW YORK CITY; *Music*—Pres., MISS EMMA J. DEVENDORF, Glovers Normal and Training School—Pres., GRANVILLE B. JEFFERS, President, Training School, Schenectady; *Penmanship*—Pres., ALICE E. BENBOW, Schenectady; *Primary*—Pres., LUTHER N. ST. CANANDAIGUA; *Rural School*—Pres., SUPT. M. B. FURMAN, East Rochester, 2nd Dist., Monroe Co.; *School of New York State Council of Elementary School Principals and Teachers*—Pres., NATHANIEL WEST, School No. 6, Rochester; *Science Section*—Pres., B. O. BURGIN, Albany High School; *5 Administration*—Pres., CHARLES S. WILLIAMS, Hudson; *Subnormal and Backward Children*—LEILA MARTIN, Dept. of Education, Rochester; *N. Y. State Science Teachers' Association*—Pres. A. CARPENTER, West High School, Rochester; Sec.-Treas., E. E. FORD, West High School, Roch

The New Emphasis

in the teaching of elementary language is on more effectively training the pupils for the *speaking* and writing they need after they leave schools. Unsurpassed tools for this work are these new books along new lines.

Jeschke's

THE BEGINNERS' BOOK IN LANGUAGE

FOR THIRD YEAR

Potter, Jeschke, and Gillet's

ORAL AND WRITTEN ENGLISH

BOOK I FOR YEARS 4, 5, 6 BOOK II, FOR YEARS 7 AND 8

A FEW OF THE NEW DEMANDS FEATURED IN THIS SERIES

Oral composition

Use the determining factor in grammar

The socialized recitation

Correct-usage drills

Breaking up the "run-on" sentence habit

GINN AND COMPANY : PUBLISHERS

70 Fifth Avenue, New York

NEW BOOKS

OF THE

GREGG PUBLISHING COMPANY

New York Boston Chicago San Francisco

Bartholomew's Bookkeeping Exercises

By WALLACE E. BARTHOLOMEW, Specialist in Commercial Education,
the University of the State of New York.

As commercial education specialist for the State of New York, Mr. Bartholomew has had an unusual opportunity to discover the needs of teachers of bookkeeping. He has brought together in these books a collection of constructive bookkeeping problems all carefully graded and practical, and representing the principles of accounts in all the fundamental forms. The exercises have been taken from the actual work of classes covering a period of several years and furnish the basis for a sound system of elementary accounts. The exercises may be used with any textbook.

Published in two parts—elementary and advanced—bound in cloth, each part 60c.

Walsh's Business Arithmetic

By JOHN H. WALSH, Associate Superintendent of Schools, New York City.

This new book by a master writer and teacher weaves into a connected and interesting story all of the arithmetical problems of modern business. In the story he also introduces many of the common principles of commercial law and economics of business. The book lays the foundation for the formal study of bookkeeping.

"It is a fascinating treatment of a proverbially dry subject by a practical business man who is also a teacher and knows thoroughly the aspects of life that yield to measurement—an epoch-making text."—Sierra Educational News.

The book is suitable for first year high school students and is flexible enough for either a one-semester or a two-semester course.

504 pages, bound in cloth, beautifully illustrated, list price \$1.20.

SEND TO OUR NEAREST OFFICE FOR SAMPLE COPIES

THE OLD OR THE NEW ?

When the boys and girls in the elementary schools this fall take up their geographies, they naturally turn first to the section on Europe to see whether the Europe of 1914 or the Europe of 1919 is described in the text and shown on the maps. If the *Tarr and McMurry New Geographies* have been ordered, they will find this new information—not in a supplement or appendix, but right where it belongs. With these books geography is a live not a dead subject.

The Only Modern Geographies

It is noteworthy that this series stands alone in representing the application of the principles of modern pedagogy to the subject of geography. Not only has the most up-to-date information been provided, but it has been *organized* so as to make it easily teachable and to insure the pupils' mastery of it. Only a master teacher could do this—and his work has never been successfully imitated. This is the one series of geographies modern in both *method* and *content*.

THE MACMILLAN COMPANY, 64-66 Fifth Ave., NEW YORK

FOR AMERICANIZATION WORK

The Real Business of Living

A TEXTBOOK FOR HIGH AND NORMAL SCHOOLS

By JAMES H. TUFTS, Professor in the University of Chicago. 476 pp. 12 mo. \$1.60

This most timely, unique book is concerned specifically with the practices and principles involved in public morality and civic duty, or, in popular phrase, in doing one's work in the world.

It is written in a clear, simple, and readable style, and is made more interesting by an abundance of illustrative material drawn from everyday experiences.

It includes as main topics, **The Beginnings of Cooperation, Order, and Liberty; Problems of Cooperation and Right in Business; City and Country; Liberty, Union, Democracy in the New World.**

Professor JOHN R. COMMONS, in *American Economics Review*:

"I believe this book should be used in every high school. . . . The task set for himself by the author was large enough. Its execution is admirable. The book is readable, first of all, teachable and practicable in everyday life."

HENRY HOLT AND COMPANY

19 West 44th Street
NEW YORK

6 Park Street
BOSTON

2451 Prairie Avenue
CHICAGO

The Rotation Plan

Of Vitalizing the Teaching of Agriculture is the Biggest Idea in Education Since the Time of Horace Mann. It is Destined to Vitalize Our Entire Educational System—*Dr. A. E. Winship.*

THE ROTATION PLAN is attracting the attention of educators and farmers everywhere. It is rebuilding school houses. It is putting new life into communities and rural schools. It is increasing the salaries of teachers from \$10 to \$40 a month. It is revolutionizing the teaching of Agriculture in Missouri. South Dakota and Oklahoma have adopted this plan; other states are planning to adopt it.

The **ROTATION PLAN** teaches real things—not just words, words, words.

The **ROTATION PLAN** rotates the subjects—does not teach the same things year after year; does not skim, leaving nothing crisp and new for the next year.



SCORING CORN
A Lesson in Number as Well as
Agriculture

If you want to know how the **ROTATION PLAN** vitalizes schools and communities—what school directors, superintendents, teachers, parents, and children say about it—how superintendents can introduce it into their schools—how teachers are vitalizing arithmetic, spelling, reading, writing, language, and every other subject, the following booklets will be sent you **FREE** upon application, but don't write for them unless you really want to do something worth while for your state, your county, your school and your community. It will be a waste of your time and money as well as ours.

1. How to Vitalize the Teaching of Agriculture in the Rural Schools.
2. Better Country Schools for Missouri.
3. The Rotation Plan—What It Is; What It Does.
4. Vitalization Through Rotation.
5. Stencils Vitalize School Work.

The purpose of this Department is to help those who want to help the boys and girls of America.

Ask for list of Agricultural Charts, Lantern Slides, Booklets, Stencils, Working Drawings, Mottoes, etc.

Do Not Think You Cannot Teach Agriculture. You Can.

International Harvester Company, Inc.

Agricultural Extension Department

P. G. HOLDEN, Director

Harvester Building, CHICAGO

A NEW SCIENCE TEXT

The Science of Everyday Life

EDGAR F. VAN BUSKIRK, A.M., formerly in charge of
General Science, DeWitt Clinton High School, New
York City,

By
AND

EDITH LILLIAN SMITH, A.B., Instructor, Boston Normal
School, Special Teacher of General Science, Model
School.

Illustrated. \$1.40, postpaid

A textbook for Junior High School. The project method of teaching is emphasized throughout the book, with the resulting opportunity for meeting individual interests, aptitudes, and needs of pupils. No elaborate equipment is needed for the presentation of the course.

"I have examined *The Science of Everyday Life* with much interest. It appeals to me because it seems to have more practical science than any book of 'general Science' which has come to my attention."

M. A. BIGELOW, Director, School of Practical Arts,
Teachers College, Columbia University.

HOUGHTON MIFFLIN COMPANY

BOSTON

NEW YORK

CHICAGO



A Great Aid in Teaching Phonetics

BRADLEY'S PHONETIC DESK CARD

This device is designed for review work in phonetics, and should be placed before pupils after they have mastered the simple phonograms and consonants. The phonograms are printed on the card for the sake of convenience in handling and the consonants are cut in small squares to fit a blank space to the left of each phonogram. The pupil takes the consonant and places it in the blank space before a phonogram, which, together with the consonant, completes the word.

The teacher can determine at a glance the individual child's knowledge of phonetics by noting the results of his efforts to make complete words on his card.

The card offers several hundred possible combinations and covers the simple phonetic words taught during the first stages of the development of reading. Put up in durable box.

PRICE, PER BOX. \$0.20; MAILING WEIGHT, 7 OZ.

MILTON BRADLEY COMPANY, SPRINGFIELD, MASS.

The Ten Eyck

Albany, N. Y.

*Provides the necessary
Facilities for the proper
Entertainment of Guests*

*Meets the exacting demands
Of a wide variety of Visitors
With equal satisfaction to all
And without discrimination*

*400 well equipped rooms—most
Of them with bath—modern
In every respect.*

*Ample restaurant accommodations,
Including:
Grill—with Club Breakfasts,
Table d'Hote Luncheons and
Supper dancing;
Main Restaurant—with A la Carte
Service and music;
Tea Room—for afternoon
Service and dancing;
Garden, sixteenth floor—for
Banquet and convention service
In winter and Restaurant service
With musical entertainment and
Dancing in summer*

*Splendid service and
Cuisine throughout*

THE WELLINGTON

136 State Street

ALBANY, N. Y.

Near State Buildings

**Quiet, Well-Ventilated Rooms,
Overlooking the Hudson Valley**

Rates \$1.50 to \$4.00

RUNNING WATER IN ALL ROOMS

BATHS AND SHOWERS

*Here's one article
of school equipment which
hasn't advanced in price!*

WEBSTER'S NEW INTERNATIONAL DICTIONARY

Buff Buckram Binding

A given amount of money purchases far less than it did four years ago; still, you may buy for your school or for your personal use this "Supreme Authority," containing hundreds of the *New Words*, including war terms (a better book than in 1914) at no increase in price.

The NEW INTERNATIONAL is as necessary in the school room and in the teacher's library as a clock is in the home.

Ask for the

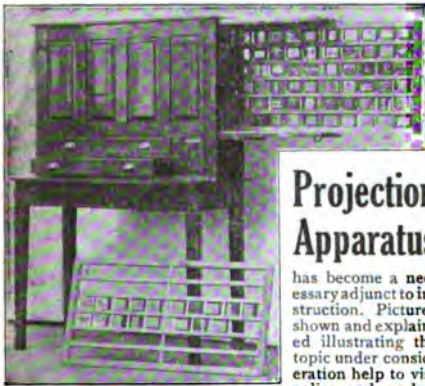
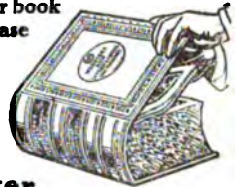
Merriam Webster

Help your pupils to form early the Dictionary Habit.

Write for Free Booklets to Teachers:

"What Fun to Play Merriam-Dictionary Games,"
"Unlocks the Door," "Dog-Day Club."

**G. & C. MERRIAM CO. SPRINGFIELD
MASS., U.S.A.**



Projection Apparatus

has become a necessary adjunct to instruction. Pictures shown and explained illustrating the topic under consideration help to visualize and understand. There is no

real understanding without visualization. The pupil must see with his "mind's eye" before he can really understand.

Despite of the excellent state service in the furnishing of lantern slides, a school system comes to have a considerable collection of its own. One of the difficulties of these gradually accumulating slides is to have them so classified and filed as to be readily accessible when wanted again.

Professor George S. Moler of Cornell University has solved this administrative problem by the invention of a sectional cabinet holding 1200 slides, classified, filed, and ready for immediate use. These trays are enclosed in an oak case which makes a presentable piece of furniture for a library or office and really solves the problem of what, and where, as to lantern slides. We have one and when it is full shall have another.

F. D. BOYNTON, Supt. of Schools,
Ithaca, N. Y.

July 18, 1919.

For prices with discounts address
G. S. MOLER, 408 University Avenue, Ithaca, N. Y.

You CAN Teach Agriculture We Will Help You

Lecture Charts, Lantern Slides, Moving Picture Films, Stencils, Working Drawings and Colored Pictures visualize school work—make the study of agriculture simple, practical, interesting.

You Can Have These Things—Read the List

1. "How to Vitalize the Teaching of Agriculture in Rural Schools" (Rotation Plan)—24-page booklet.
2. "Twenty Lessons in Making Things"—Illustrated booklet.
3. Stencils and Working Drawings showing how to make a Tool Box—Nail Box—Book Rack—Bench—Saw Horse; how to tie rope knots, make halters and rope splices.
4. Working Drawings showing how to make Feed Box for Chicks—Bird Houses—Feeding Station for Birds—Door Prop—Chicken Hook—Stable Scraper—Plant Protector—Hog Trough—Wall Nests for Poultry—Milking Stool.
5. Pictures (in colors) of Birds, Live Stock, etc.
6. Lecture Books and Stencils of our Lecture Charts on Alfalfa—Home Canning—Corn—Dairying—Live Stock—Home—Fly—Oats—Poultry—Weeds. Make your own charts from these stencils.
7. One Hundred Bulletins, Booklets, Leaflets, Mottoes, and helps for Agricultural study and teaching.
8. Lecture Charts, Lantern Slides, Moving Picture Films on fourteen different subjects—Alfalfa, Corn, Poultry, Soil, Home Canning, Home Economics and Sanitation.

These are all at your service—are furnished free except the actual cost of transportation and handling.

Send for Teacher's Sample Outfit—Now

Free for 6 cents in stamps to cover postage and packing.

INTERNATIONAL HARVESTER COMPANY, Inc.

AGRICULTURAL EXTENSION DEPARTMENT

P. C. HOLDEN, Director, Harvester Building, CHICAGO, ILL.

ONLY A GENIUS—AND HE WOULDN'T!

"Only a Genius Can Do Good Work With Poor Materials—And He Wouldn't"



WHEN YOU BUY A "Prang Product"

you know you are getting "value received"

We compete with no one on price. No one competes with us on quality.
America is not interested in cheap education

MAY WE SEND YOU OUR REVISED "PRICE LIST?"

PRANG ART MATERIALS

"BATIK" OUTFIT

For "Batik" work and all Pattern Dyeing. In wooden boxes \$5.00

"ENAMELIC"

An Air-Drying Enamel for Decorating Toys, Boxes, Bottles, etc. Per Can 0.25

"ENAMELIC OUTFIT"

Six Colors, Shellac, Turpentine, 3 Brushes, in wooden box 3.00

"MODELIT"

The Quality Wax Modeling Clay. It keeps soft indefinitely. Per Lb. 0.60

"MOUNTING BOOKS"

A 10 x 13 blank book for preserving drawings, photos, etc. 28 pages. 0.15

"OILETTE" CLOTH

Formaking decorated "Luncheon" Sets," In White, Cream or Black. Per Yard 1.25

"STENCILLEX"

A thin Khaki colored fabric for stick printing. Per Yard 0.50

"STIXIT PASTE"

The Stickiest Paste in Town. 4-Oz. tube 15c, ½ Pt. 25c, 1 Pt. 35c, 1 Gal. 2.50

"TEMPERINE"

A Medium for Making Water Colors Opaque. Per Bottle 0.40

"WEAVING MATS"

A book of twenty printed mats and strips for paper weaving. Per Book 0.25

"PRANG PRISMO" PAPERS

Coated Papers in 75 Standardized Colors. Send for Booklet of Samples.

"PRANG ENGINEX" PAPERS

Light Weight Construction Papers for Poster Work. Send for Booklet of Samples.

"PRANG COLORED CONSTRUCTION PAPERS"

21 Colors. Send for Booklet of Samples.

"PECO PASTE POWDER"

A High Quality of "Library Paste" in Powder Form. Per Lb. \$0.45

"PERMODELLO"

The Permanent Modeling Clay. It sets like Concrete. Per Lb. Can 0.70

"PINE NEEDLES"

Long-Leaf Pine Needles for Weaving Work. Per Lb. 0.70

"SPOONBILL PENS"

The new lettering pens that anyone can use. 4 Nos. Per Dozen 1.20

"SPOONBILL PEN LETTERING TABLET"

A Tablet of "drills" for pupils' use 0.50

"STICK PRINTING MATERIALS"

Set of red, yellow, blue dyes with 6 sticks. Per Box 0.15

PRANG PUBLICATIONS

ART SIMPLIFIED

By Lemos. A Textbook in Commercial Art. Postpaid \$3.25

GRAPHIC DRAWING BOOKS

A graded series of books teaching drawing, design and color. Postpaid 1.80

LETTERING

By Stevens. The best book on the subject for your library. Postpaid 2.75

MANUAL ARTS TABLET

Picture and word Tablets for primary grades. Postpaid 0.40

PRINCIPLES OF ADVERTISING ARRANGEMENT

By Parsons. An authoritative treatise. Postpaid 2.75

May we begin our 64th year of service by being of service to you?

THE PRANG COMPANY, 1922 Calumet Ave., Chicago. 30 Irving Place, New York

Send for Circular on "Correspondence Courses in Industrial Art"

FOR COLLEGES AND SECONDARY SCHOOLS

A Modern French Grammar

By Philippe de La Rochelle of the Romance Department, Columbia University
ONE VOL. 12 MO. 467 PAGES. PRICE, \$1.50.

A comprehensive and practical text for the use at colleges and higher grade schools. The attention given to grammatical nomenclature, drill in oral and reading exercises, and topics of conversation is calculated to make unusually clear to the student the nature of the French language, and the points of contact between English and French.

OPINIONS

From Lawrence A. Wilkins, in charge of Modern Languages in High Schools, New York City—

"Let me congratulate you heartily upon this book. When I saw some of it in proof last Spring I was impressed with the new and sound point of view you have taken in its preparation. I wish you the utmost of success with it."

From Prof. P. A. Boulton, College of Idaho, Caldwell, Idaho—

"I am so favorably impressed with the plan of the work that I believe I can safely say that it will go into my classes as exclusive text book of the class the coming year."

From the Journal of Education, Modern Language Items, conducted by Prof. Henry Grattan Doyle, of George Washington University, Washington, D. C.—

"It is a book of marked originality. * * * It makes constant use of analogy and contrast, a procedure which is unusual in texts by so-called 'Native' teachers—as unusual as the author's attitude toward English. Strange to say, this enlightened man seems to realize that the American students are not French children learning their native language, but Americans of some maturity who have already acquired their native language. * * * Well done, M. de La Rochelle!"

NEW YORK

Educational Department
G. P. PUTNAM'S SONS
Publishers

LONDON

Bausch^{and} Lomb

Optical Products



FS Microscope

—including Microscopes, Projection Apparatus (Balopticons), Photographic and Ophthalmic Lenses, Range Finders, Gun-sights, Searchlight Reflectors, Binoculars, Magnifiers, Readers and other high-grade optical products—are backed by 66 years of productive experience.



Combined Balopticon

Our greatly enlarged facilities, now released from war work, have enabled us to increase production in all lines. Under present readjustment conditions, however, it is to your advantage to anticipate your requirements as far ahead as possible.

Write for our new Microscope catalog, our Balopticon catalog or literature on any of our products.

Bausch & Lomb Optical Co.

NEW YORK
CHICAGO

WASHINGTON
ROCHESTER, N. Y.

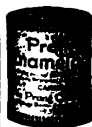
SAN FRANCISCO
LONDON

Write for our new Microscope catalog, our Balopticon catalog or literature on any of our products.

Enamelac

The New Air-Drying Art Enamel

Requires
no firing



"Enamelac" is a heavy water proof Enamel paint that hardens without firing. Works on glass bottles, tins, etc.

wooden boxes, Parian Ivory, etc. Made in 15 colors. Price per can 25c. By mail, 30c. "Enamelac Outfit" complete with brushes, etc. in wooden box. Price, postpaid \$3.

Send for Color Card and Circular.
Chicago THE PRANG COMPANY New York

SCHOOL TEXTS

Our New Catalogue of BOOKS FOR SCHOOLS AND COLLEGES

has just been revised and brought up to date. All books in common use as texts are included. You will find this a very handy reference book.

THE BAKER & TAYLOR CO.

Wholesale Dealers in the Books of All Publishers
354 Fourth Ave. NEW YORK At 26th Street

Busy Work Sewing, Drawing,
Entertainments Alphabet Cards, etc.
School Supplies Plays, Drills,
Dialogues, etc.
Globes, Maps.
Eraser, etc.
CATALOGUE sent free to Teachers.
A. J. FOUCH CO., WARREN, PA.

Permodello

THE PERMANENT MODELING CLAY

This new Modeling Clay works like Magic. Stays soft in the can, but when exposed to air after modeling it "sets" and becomes as hard as stone. Requires no casting and no firing. Takes water color or "Enamelac" decorating. Equally valuable in Kindergarten, Grammar Grades, High School and Art Classes. Widely used by U. S. Government in Reconstruction Hospitals. Sample pound postpaid 70c.

Send for Illustrated Circular.
Chicago THE PRANG COMPANY New York



TEACHERS' AGENCY DIRECTORY

The following is a reliable list of Teachers' Agencies to whom superintendents of schools and school board members may apply at any time for the filling of any position.

KELLOGG'S AGENCY, 31 UNION SQUARE, NEW YORK

HAS BEEN ESTABLISHED 25 YEARS.

This agency makes a constant search for high grade teachers and recommends with care. Only superior teachers are accepted. Teachers are supplied all the year round. If you need a good teacher or know where one is wanted, send particulars. THE ACTIVE, GENEROUS WORK OF THIS AGENCY HAS SATISFIED THOUSANDS OF TEACHERS.

Interstate Teachers' Agency

501-503 Livingston Building,
ROCHESTER, N. Y.

The manager of this agency has had twenty years' experience as teacher and superintendent of schools, and ten years' successful experience as manager of a rapidly growing agency. He personally selects and recommends candidates with care. The success of the agency is vouched for by many of our best superintendents, college presidents and normal school principals. Send for circular.

T. H. ARMSTRONG, Proprietor

MARLAN P. FRENCH, President

WILLARD W. ANDREWS, Secretary

ALBANY TEACHERS' AGENCY, Incorporated

Supplies Schools of All Grades with Competent Teachers. Assists Teachers in Obtaining Positions

We receive calls for wide-awake and progressive teachers from every State in the Union, and we want more such teachers upon our list. NOW IS THE TIME TO REGISTER SEND FOR BULLETIN 81 Chapel Street, Albany, N. Y.

Thurston Teachers' Agency

Short Contract. Guaranteed Service. Write for our Free Booklet How to Apply. 26th Year
E. R. NICHOLS, Mgr. 221 S. Mich. Ave. CHICAGO, ILL.

These Are New Heath Publications

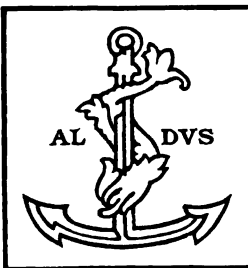
Lavissee: Histoire de France, cours elementaire

The Spirit of France, like other things, may best be understood by learning how it came to be what it is. This edition makes available for beginners in French interesting and instructive matter presented in simple and idiomatic language by the renowned French historian, Ernest Lavissee. There is a brief *résumé* and *questionnaire* at the close of each chapter. The book is attractive typographically and contains the many admirable illustrations with which the French edition is embellished. The Vocabulary has been carefully compiled and is complete.

Osgood: La France Heroique

This reader will enable American pupils to obtain a clearer realization of the undying spirit of heroism and self-sacrifice that animated the people of France during the recent war. The selections are interesting and varied, and relate simply and truthfully, in the language of everyday life, some of the deeds of valor of the officers, soldiers, and civilians of the great nation which has been aptly called "The Soldier of God." The book has exercises designed to fix in the pupil's mind the words and phrases of the text and to encourage him to use them naturally and spontaneously. A number of striking illustrations are included, and there is a comprehensive vocabulary.

D. C. HEATH AND COMPANY 231-245 West Thirty-ninth Street NEW YORK CITY



REVISED EDITIONS OF ALDINE READING

THE revision of the Aldine Readers has been made in the light of the most modern, most up-to-date psychology and pedagogy, retaining all the best features of previous editions and adding new, attractive, scientific features which cannot fail to appeal to the discriminating, progressive teacher. The series is now complete through the first four years under the following titles:

PRIMER	Revised Edition, 1916
BOOK ONE	Revised Edition, 1918
BOOK TWO	Revised Edition, 1918
BOOK THREE	Revised Edition, 1918, Pupil's Edition
BOOK THREE	Revised Edition, 1918, Teacher's Edition
BOOK FOUR	Revised Edition, 1919, Pupil's Edition
BOOK FOUR	Revised Edition, 1919, Teacher's Edition
LEARNING TO READ—A MANUAL FOR TEACHRES	Revised Edition, 1918

The Revised Manual is more extended and comprehensive than the old edition, and takes up in more detail the lessons in Book One and Book Two, giving suggestions which are invaluable to the experienced teacher and indispensable to the inexperienced. While the Manual stops with Book Two, the Teacher's Editions of Books Three and Four contain many instructions, hints, and suggestions to the teacher as to the presentation and development of each lesson in the books, which themselves contain a valuable new feature in the questions and suggestions to pupils, under the title, Learning to Study and Think.

73 Fifth Ave., New York NEWSON & COMPANY 623 So. Wabash Ave., Chicago

We Welcome a New Term

ANOTHER CHANCE

Let us see what can be done for **ELEMENTARY GENERAL SCIENCE**

HODGDON'S BOOK

furnishes suggestions and attractive material. It is now recognized as a Science Wonder Book. Is thoroughly approved wherever known. To examine is to adopt. Please examine.

THE CAMPBELL AND HUGHES ARITHMETICS

interest pupils, satisfy teachers, and produce results not obtainable so easily by any other text. Try it out and you will agree. Why not put your pupils in the 100% class?

PRICE'S REGENTS' QUESTIONS AND ANSWERS

are different, and recognized as helpful. Send in your order early.

THE CHILDREN'S METHOD READERS

Another new, beautiful and delightful Children's Reading Series. Four Books are now ready. Suited to the first and second grades. Give your pupils every chance.

Send your orders now. Thank you.

HINDS, HAYDEN & ELDREDGE, Inc.

JOHN C. ROCKWELL for New York State

11 Union Square, NEW YORK CITY

History from a New Viewpoint

OUR UNITED STATES

By WILLIAM B. GUITTEAU, *Superintendent of Schools, Toledo, Ohio*

Written in the light of recent events which have created a new atmosphere for the study of our national life. The breaking down of old prejudices and international animosities has enabled the author to restate a great many problems in our history from a new viewpoint.

It begins by showing how the Old World forms the background of our early American history, and from that point until the concluding chapters on the World War, the reaction of Europe on America is never lost sight of.

Ready for fall use

SILVER, BURDETT & COMPANY

BOSTON NEW YORK CHICAGO SAN FRANCISCO

The Journal of the New York State Teachers' Association

VOLUME 6

OCTOBER 15, 1919

NUMBER 6

CONTENTS

	PAGE
THE PROPOSED RETIREMENT PLAN FOR NEW YORK STATE TEACHERS	197
WHAT EDUCATIONAL RESULTS OF THE KINDERGARTEN MAY NOT BE MEAS- URED? <i>Julia Wade Abbott</i>	204
SUPERVISION OF STUDY IN THE GRADES <i>Grace A. Day</i>	207
TEACHING SOME AMERICAN IDEALS THROUGH ENGLISH COMPOSITION . <i>Richard L. Sandwick</i> . . .	209
THE FREE MEDICAL DEFECTIVE SPEECH CLINIC <i>Dr. James Sonnett Greene</i> .	218
THE USE OF THE LIBRARY IN ENGLISH WORK <i>Helen R. McCann</i>	221
THE ENGLISH LANGUAGE—ITS NEW IMPORTANCE AND UNIVERSALITY . . <i>H. C. Johnson</i>	224
PROVISIONAL PROGRAM OF CLASSICAL SECTION OF NEW YORK STATE TEACHERS' ASSOCIATION	227
ITHACA PUBLIC SCHOOLS	228
BOOK NOTICES	228
BOOKS RECEIVED	229

Published by the New York State Teachers' Association
Rochester, N. Y.

Place's Beginning Latin

By PERLEY OAKLAND PLACE, Litt. D., Professor of Latin,
Syracuse University

THIS is a new type of first year Latin book. It embodies the newest things that have been thought of for the teaching of beginning Latin. It meets the requirements of recent syllabuses and the recommendations of the Committee on Classical Languages of the National Education Association.

Besides giving a solid foundation in Latin, this book accomplishes these results :

1. Justifies the time devoted to Latin study
2. Emphasizes the relation of Latin to English
3. Develops a better knowledge of English
4. Shows Roman life as compared with the life of to-day
5. Provides a background that will give a new meaning and vitality to Latin study

NEW FEATURES:

Each lesson vocabulary gives an important place to English derivatives.

Changes in the form of Latin words when taken into English are explained and applied by frequent laboratory exercises.

The sentences for translation, by demanding careful scrutiny of the differences between English and Latin, develop accuracy and propriety in the use of English.

English grammar is made introductory to each point of Latin Syntax.

The maps, the pictures, the brief notes on Roman history, religion and culture compel comparisons with modern life.

The Latin readings, carefully graded, give the young American many and varied glimpses of Roman life. They also present such unusual reading material as the Story of Joseph from the Latin Bible.

You should see Place's Beginning Latin before selecting your textbook for use this coming fall

AMERICAN BOOK COMPANY
NEW YORK CHICAGO CINCINNATI BOSTON ATLANTA

The Journal

of the New York State Teachers' Association

OCTOBER, 1919

THE PROPOSED RETIREMENT PLAN FOR NEW YORK STATE TEACHERS

Preliminary Report of the Committee of the New York State Teachers' Association
on Teachers' Pensions.

To the Teachers of the State of New York:

DURING the past year the committee on Teachers' Pensions has been considering the many phases of the subject of teachers' pensions for the purpose of preparing for the teachers of the state a retirement plan which will meet as completely as possible the needs of the state teaching service. Its endeavor has been to develop a plan within the combined means of the state and teachers which will be financially sound, and at the same time adequately solve the retirement problem both of the individual teacher and the state educational system as a whole.

The committee has examined a large number of retirement plans that have been adopted for the teachers of other states and cities, and has compared and analyzed various detailed retirement provisions that might be included in its plan. Throughout its study of the problem, it has been impressed by the unsatisfactory results of attempting to operate a retirement system without regard for actuarial principles. In the process of working out its plan, therefore, it has submitted its decisions to its actuary, and had his close co-operation. The plan which has been developed is now submitted to the teachers of the state for their careful consideration.

WHAT THE PLAN PROVIDES

The plan provides for the payment of retirement allowances upon the *completion of a fixed term of service*, or upon *prior disability*. The cost of these benefits is to be divided between the teachers and the state, with provision for the return of the contributions of teachers who

withdraw from service without retirement benefits or who die before retiring. The *state will provide* retirement benefits for new teachers entering the system which will approximately equal those provided by teachers. For teachers now in service, provision on account of service rendered prior to the establishment of the system will be made in addition to the regular allowances made for new teachers. The details regarding each benefit are as follows:

SUPERANNUATION BENEFIT

A service or superannuation benefit will be payable to teachers who elect to retire after thirty-five years of teaching service provided twenty-five years* have been in the state, or to teachers who attain age sixty, and have had twenty-five years of service in the state. Teachers who attain age seventy may be required to retire at the request of their respective boards of education. The total annual allowance payable to the average teacher who retires after thirty-five years of service at approximately age sixty will amount to about one-half average salary. The exact amount will depend on the contributions which the teacher has made because the total allowance consists of the annuity which is purchasable by the teacher's contributions and a pension of one-quarter of the average salary of the last five years of service, provided by the state to teachers with at least twenty-five years of service at retirement. If a teacher at age seventy has had less than twenty-five years of service, the benefits

*Note—Provision is made that the teacher must be in the state service during the five years immediately preceding retirement.

provided by the state will be decreased proportionately.

In order to assist present teachers, many of whom will not have an opportunity to contribute many years before retirement, and whose savings will therefore be comparatively small, it is proposed that the state provide an additional allowance of $\frac{1}{140}$ * of the average salary of the last five years for each year of past service. A teacher who has thirty-five years at the establishment of the system will therefore be assured of a total allowance of one-half average salary consisting of a pension of one-quarter salary plus an additional allowance of $\frac{85}{140}$, or one-quarter salary on account of past service.

DISABILITY BENEFIT

A disability pension will be payable after fifteen years of service in New York state to a teacher who is physically or mentally disabled. The benefit will consist of the annuity purchasable by the teacher's contributions and a pension of one-fifth of the average salary of the last five years of service payable by the state. The total benefit will increase with years of service as the teacher's savings increase. It will start at about one-quarter of average final salary, and increase to almost one-half salary.

In the case of present teachers, it is proposed that the allowance for past service be the same as in the case of the superannuation allowance, or $\frac{1}{140}$ of the average salary of the last five years for each year of past service.

DEATH, RESIGNATION OR DISMISSAL BENEFIT

A return of the total contributions of a teacher with 4% compound interest is provided upon the withdrawal of a teacher from service without a retire-

ment benefit, or upon the death of a teacher in active service.

WHAT TEACHERS WILL CONTRIBUTE

It is proposed that teachers contribute 4% of their salaries. A separate account will be kept for each teacher, and interest at 4% will be credited contributions. When a teacher is ready to retire, the total funds to his credit will be used in purchasing his retirement benefit.

WHAT THE STATE WILL CONTRIBUTE

The state will provide upon service or superannuation retirement a pension of one-quarter of the salary of the last five years of service or a proportionately reduced benefit to teachers with less than twenty-five years of service at age seventy. Upon disability retirement, the state will provide a pension of one-fifth of the average salary of the last five years.

In the case of present teachers, the state will provide an additional benefit of $\frac{1}{140}$ of the average salary for each year of prior service.

The state will continue annuities to present annuitants under the existing state retirement fund.

HOW THE SOLVENCY OF THE PLAN WILL BE MAINTAINED.

In the proposed plan, the probable cost of each benefit will be determined at the outset. The total probable future expenditures required of the state to provide benefits to present teachers, and the average cost of benefits for a new teacher will be computed actuarially. By the law will be created funds for the payment of the obligations of the state in accordance with the most approved methods of pension fund financing. No provision will be included for the payment of benefits without a corresponding provision for income to provide the benefits. Checks on the experience and periodic valuations will be required to prevent the growth of any element which might affect the solvency of the system. The plan will be operated under the supervision of the State Insurance Department. Investment of funds will be

*Note—This fraction is obtained by assuming that the state will provide for a teacher who has completed thirty-five years of service at the time the system is established the entire annuity of one-quarter salary which would ordinarily have been provided by the teacher's contributions. For teachers with less years of service, the state will make up a proportionate amount, that is, $\frac{35}{140}$ of $\frac{1}{4}$, or $\frac{1}{40}$ for each year of service.

limited to certain approved classes of securities. In short, every precaution now required by law to keep insurance companies solvent will be taken to insure the permanent solvency of the system.

WHY TEACHERS SHOULD APPROVE PLAN

The committee has endeavored to make the plan as equitable and, within certain cost limitations, as liberal as possible from the standpoint of the teachers. The committee believes that the following features justify the favorable consideration of the plan by teachers.

SECURITY OF CONTRIBUTIONS

The committee through its study of other retirement systems found generally that the most equitable systems are those where teachers contribute on the so-called "savings bank" basis, that is, where each teacher receives full credit for any money that he contributes and upon leaving the service may withdraw his savings, with interest, as he would had they been made to a savings bank. In the new fund for the teachers of New York City, teachers make their contributions on this basis. The same is true in the statewide retirement system for Pennsylvania which went into effect this year, and in the new plan of reorganization of the retirement and pension funds of New Jersey. Under the plan proposed for New York State teachers, the teachers' savings will be invested to yield an interest rate of 4%. Only investments legal for savings banks will be permitted, and every care will be taken in administering the funds of the system, so that no teacher need hesitate to participate on account of any fear regarding the safety of his investment.

The fund offers therefore an attractive savings plan which should recommend it more particularly to teachers who do not expect to remain in service long and who might be loath to enter the system, should they forfeit all or part of their contributions upon leaving the service. Under no circumstances will the teacher lose anything that he has contributed to the system by reason of a failure to remain in service to receive a pension or retirement allowance.

LIBERAL RETIREMENT LIMITATIONS

The committee has given detailed consideration to various retirement limitations which might be introduced. It has endeavored on the one hand to make the minimum service requirements as low as possible, and on the other hand, to keep the cost within that which can be actually provided by the teachers and the state. The failure of many retirement systems has resulted because this relationship between cost and benefits has not been maintained.

SERVICE RETIREMENT

The plan provides for service retirement after thirty-five years of service, of which at least twenty-five have been in the state, regardless of the teacher's age, or after twenty-five years of service if the teacher has attained age sixty. This provision will permit teachers who complete thirty-five years of service before attaining age sixty to retire without being forced to remain in service until age sixty. If a teacher attains age sixty before completing thirty-five years of service, he will be permitted to retire if twenty-five years of service have been rendered. Teachers who attain age seventy before completing twenty-five years of service may be retired by the boards of education or at their own request on a proportionately decreased allowance.

The committee has given careful attention to the item of cost in fixing the service limitations. To assist it in reaching a decision on this important point, figures were prepared to show the cost of retirement at both earlier and later ages. If a longer period of service or a later retirement age were required, the cost of the benefit would be less than that proposed, while with retirement after a shorter period of service, higher contributions would be required from both state and teachers. The committee finally selected the limitations proposed because it believed that the teachers would desire the minimum period of service which could be set without making the contribution rate unduly high.

The limitations appear very attractive when compared either with the New

York City plan which permits retirement after thirty-five years, or at age sixty-five; or with the Pennsylvania plan which requires teachers to remain in service until age sixty-two; or with the New Jersey plan which provides that present teachers may be retired after thirty-five years of service, but that for new entrants, the minimum retirement age is sixty-two. The plan proposed for New York state seems therefore comparatively generous to the teacher.

DISABILITY RETIREMENT

Much consideration has been given to the requirements of the teacher who is disabled before reaching the retirement age. It is generally impossible for teachers to save enough from their salaries to provide for their needs in this contingency, particularly should it arise in the early years of life. Adequate insurance against disability would in many cases compel the abandonment of any other savings programme. Because of this fact, and the further fact that the existing retirement fund provides for disability, the committee believed it advisable to include a disability benefit in the plan. The benefit has been so arranged that it requires no additional contribution from the teacher in order for him to receive protection.

The plan provides an annual allowance payable during the entire period of disability regardless of the teacher's age at the time he becomes disabled. Experience has proved, however, that the disability benefit is usually a costly one and unless limited carefully, may prove a great drain upon the resources of a fund. It has therefore seemed necessary to require a minimum service limitation. The committee has adopted for this purpose the fifteen years service limitation now appearing in the existing fund. A limitation of this kind is commonly found in the retirement systems of this country when a disability benefit is included, and since the present limitation has worked satisfactorily in the present fund, its continuation seems desirable.

ADEQUATE RETIREMENT BENEFITS SERVICE BENEFIT

The amount of the retirement benefit

which may be provided in any plan is, of course, dependent upon the amount of the contributions made to the fund by the teachers and by the state or school district. The committee, after considering various rates of contribution which might be made by the teachers, has decided to recommend to the teachers the adoption of a rate of 4%. This rate will provide an adequate benefit in most cases, and at the same time will probably not be beyond the means of the teachers. The provision that the state provide a benefit of one-quarter salary in addition to the benefit purchasable by the teachers' contributions will, in the case of the average teacher, produce a total allowance of about double that which his money provides.

In order that teachers may have before them an indication of the figures used by the committee in reaching its decisions, the following table is presented showing the benefits which would be purchasable if teachers contributed 4% of salary, and how these benefits would change if 3% or 5% were contributed.* For example, should a woman teacher who starts teaching at age twenty, contribute 4% of her salary annually until age sixty, her total benefit, consisting of $\frac{1}{4}$ of the average salary of the last five years, and the annuity purchasable by her savings with interest would be 48.95% of the average salary of the last five years. Had she contributed 3%, instead of 4%, her benefit would be 42.96%, and had she contributed 5%, rather than 4%, her benefit would be 54.94%.

The proportion of salary purchasable as annuities by men teachers average slightly more than those purchasable by women, principally because of the difference in mortality after retirement. Women teachers on the average live longer than men, and in order that the cost of the average allowance for a man shall be the same as that for a woman, it is necessary to pay the woman at a slightly lower rate while retired.

*Note—The amounts shown in this table are for teachers entering the school system after the plan is adopted. A later table shows the amounts applicable to teachers now in service.

TABLE I (Women Teachers)

Percentages of the Average Salary of the Last Five Years of Service Provided as Total Retirement Allowances at the Retirement Ages Shown, When Teachers Contribute at Various Rates.

Age of Teacher on Beginning to Contribute	Retirement Age	Total Retirement Allowances When Teachers Contribute at the Rate of		
		3%	4%	5%
20	60	42.96	48.95	54.94
21	60	42.46	48.28	54.10
22	60	41.95	47.60	53.25
23	60	41.44	46.92	52.40
24	60	40.90	46.20	51.50
25	60	40.38	45.50	50.63
26	60	39.85	44.80	49.75
27	60	39.32	44.09	48.86
28	60	36.79	43.38	47.98
29	60	38.25	42.67	47.09
30	60	37.71	41.95	46.19
31	60	37.17	41.23	45.29
32	60	36.63	40.51	44.39
33	60	36.10	39.80	43.50
34	60	35.57	39.09	42.61
35	60	35.04	38.38	41.73
36	61	35.39	38.86	42.32
37	62	35.76	39.34	42.93
38	63	36.14	39.85	43.56
39	64	36.54	40.36	44.23
40	65	36.96	40.94	44.93
41	66	37.40	41.53	45.66
42	67	37.86	42.15	46.43
43	68	38.35	42.80	47.25
44	69	38.88	43.50	48.13
45	70	39.44	44.25	49.06
46	70	37.62	42.16	46.70
47	70	35.81	40.08	44.35
48	70	34.03	38.04	42.05
49	70	32.28	36.04	39.80
50	70	30.55	34.07	37.59
51	70	28.87	32.16	35.45
52	70	27.18	30.24	33.30
53	70	25.52	28.36	31.20
54	70	23.86	26.48	29.10
55	70	22.23	24.64	27.05
56	70	20.63	22.84	25.05
57	70	19.06	21.08	23.10
58	70	17.49	19.32	21.15
59	70	15.95	17.60	19.25
60	70	14.41	15.87	17.34
61	70	12.90	14.20	15.50
62	70	11.42	12.56	13.70
63	70	9.94	10.92	11.90
64	70	6.46	9.28	10.10
65	70	7.02	7.69	8.36

TABLE II (Men Teachers)

Percentages of the Average Salary of the Last Five Years of Service Provided as Total Retirement Allowances at the Retirement Ages Shown, When Teachers Contribute at Various Rates.

Age of Teacher on Beginning to Contribute	Retirement Age	Total Retirement Allowances When Teachers Contribute at the Rate of		
		3%	4%	5%
20	60	44.99	51.65	58.31
21	60	44.50	51.00	57.50
22	60	44.02	50.36	56.70
23	60	43.54	49.72	55.90
24	60	43.00	49.00	55.00
25	60	42.43	48.24	54.05
26	60	41.90	47.53	53.16
27	60	41.35	46.81	52.26
28	60	40.80	46.07	51.34
29	60	40.25	45.33	50.42
30	60	39.69	44.58	49.48
31	60	39.12	43.83	48.53
32	60	38.55	43.07	47.58
33	60	37.98	42.30	46.63
34	60	37.40	41.54	45.67
35	60	36.83	40.77	44.71
36	61	37.28	41.37	45.47
37	62	37.75	42.00	46.25
38	63	38.25	42.67	47.08
39	64	38.77	43.36	47.95
40	65	39.32	44.10	48.87
41	66	39.70	44.60	49.50
42	67	40.08	45.10	50.13
43	68	40.69	45.92	51.15
44	69	41.34	46.79	52.24
45	70	42.54	48.39	54.23
46	70	40.50	46.00	51.50
47	70	38.51	43.68	48.85
48	70	36.58	41.44	46.30
49	70	34.71	39.28	43.85
50	70	32.87	37.16	41.45
51	70	31.03	35.04	39.05
52	70	29.19	32.92	36.65
53	70	27.38	30.84	34.30
54	70	25.57	28.76	31.95
55	70	23.79	26.74	29.65
56	70	22.04	24.72	27.40
57	70	20.32	22.76	25.20
58	70	18.63	20.84	23.05
59	70	16.98	18.96	20.95
60	70	15.34	17.12	18.90
61	70	13.71	15.28	16.85
62	70	12.11	13.48	14.85
63	70	10.54	11.72	12.90
64	70	8.97	9.96	10.95
65	70	7.43	8.24	9.05

It is seen that the benefit purchasable by contributions of 3% would probably not be adequate, whereas, while the benefits purchasable by contributions of 5% are more favorable, this rate of contribution might be difficult for the teacher to provide and therefore probably less attractive. The committee has therefore adopted the scale of benefits provided by the 4% rate.

The rates given show the amount of allowance provided in case a teacher elects to retire at age sixty or at the first age thereafter at which he attains eligibility for retirement. Should the teacher eligible to retire elect to remain in service until a later time, his benefit will increase, even if he ceases to contribute, both because contributions will earn interest until he retires, and because their purchasing value will be greater at a later age. For example, calculations show that if a woman teacher starting to contribute at age twenty does not retire at age sixty but ceases to contribute, she will receive at age sixty-five a benefit of 58% of her salary. Teachers who become eligible to retire before age sixty may do so under the plan, but in this case, the amount of their benefit will be below that shown for age sixty both because their contributions are less and because, retiring at earlier ages, they will draw their benefits for a longer time. The service pension, however, is not decreased nor modified in any way with changes in the period of service.

SPECIAL ALTERNATIVE BENEFITS AT SERVICE RETIREMENT

Many of the men teachers, and not a few women have persons dependent upon them for support. As a benefit to such teachers, the committee recommends the adoption of the optional benefit allowances now offered by the new retirement plans. These benefits do not add anything to the cost of the system, but they permit each teacher to fit his benefits to his particular needs. Under the arrangement proposed, a teacher may elect to receive a lesser benefit at retirement with the provision that the benefit will be continued so long as he or some other person, whom he may select, is alive, or, that upon his death before re-

ceiving the value of the total amount accumulated by him and on his behalf by the state the balance shall be payable to his estate, or that some other benefit of a similar nature be provided. These optional benefits will enable the teacher to adjust his benefit to cover his own particular needs at retirement.

DISABILITY RETIREMENT

Various allowances that might be made upon disability retirement were considered. The committee believed that recognition should be given to the fact that a teacher disabled after a short period of service is least able financially to cope with his misfortune, and that, therefore, a flat proportion of his average salary upon which he had based his standard of living at least should be assured. After consideration of cost, it was decided to recommend a pension of 20% of the average salary of the last five years from the state because this allowance, together with the annuity purchasable by the teacher's contributions would assure the teacher disabled after fifteen years of service of about 25% of his salary. As his contributions increased, his total benefit would be larger. The allowance compares very closely with the disability allowance made in New York City Teachers' Retirement Fund and other funds which are operating on sound bases.

GENEROUS ALLOWANCES FOR PAST SERVICES

The plan provides that teachers who are now in the service will contribute 4% of their salaries without being required to make up any contributions for back service. Since many of the teachers in service are nearing the retirement age and will claim credit for service rendered prior to the establishment of the system, the annuity purchasable by their savings will be small and their total benefits will be inadequate, unless the state provides an additional allowance. In setting the allowance of $\frac{1}{40}$ of the average salary of the last five years of service for each year of prior service, the committee has endeavored to make up on the average, the benefit which the teacher has lost because of the

fact that he has not made full contributions during his prior service.

This provision is very similar to the provision made for teachers in service in the Pennsylvania State Teachers' system, the New York City Teachers' Retirement System, and in the new retirement funds for teachers of New Jersey and of Ohio. Definite provision for covering the cost of this allowance which will be carried entirely by the state will be provided in the bill. This provision should add greatly to the value of the system from the point of view of the teacher now in service. The following table corresponding to the one previously presented for new entrants, shows the benefits which a present teacher entering the system with the length of service stated will receive on retirement if he elects to retire at age sixty, or at the first age thereafter at which he attains eligibility for retirement.

FUTURE WORK OF THE COMMITTEE

If the proposed plan meets with the approval of the teachers and has the hearty support which the committee expects, a bill for presentation to the legislature will be drafted, which will include the features herein set forth, together with careful definition of terms, provision for administration of the fund and other matters of detail which cannot be discussed here because of the limitation of space. In addition, a brief or report in support of the bill, containing a full and frank statement of the purposes and cost of the proposed system will be prepared for the information of the teachers, of the members of the legislature and of the public. After this is done, the work of both committee and teachers will be that of gaining for the plan the general support of the legislature.

TABLE III

Total Retirement Allowances Expressed as Percentages of the Average Salary of the Last Five Years of Service Payable to Present Teachers Upon Retirement at Age Sixty or Subsequently.

Age	Years of Service Now Creditable								
	0	2	7	12	17	22	27	32	37

VALUES APPLICABLE TO WOMEN TEACHERS

20	48.95	50.38							
25	45.50	46.93	50.50						
30	41.95	43.38	46.95	50.52					
35	38.38	39.81	43.38	46.95	50.52				
40	40.94	39.68	39.98	43.55	47.12	50.69			
45	44.25	42.25	39.55	40.48	44.05	47.62	51.19		
50	34.07	37.50	41.32	39.90	41.37	44.94	48.51	52.08	
55	24.64	28.07	36.64	41.05	40.71	42.65	46.22	49.79	53.36
60	15.87	19.30	27.87	36.44	41.35	41.94	44.28	47.85	51.42
65	7.69	11.12	19.69	28.26	36.83	42.16	44.28	47.85	51.42
70		3.43	12.00	20.57	29.14	37.71	44.28	47.85	51.42

VALUES APPLICABLE TO MEN TEACHERS

20	51.65	53.08							
25	48.24	49.67	53.24						
30	44.58	46.01	49.58	53.15					
35	40.77	42.20	45.77	49.34	52.91				
40	44.10	42.30	41.98	45.55	49.12	52.69			
45	48.39	45.62	41.58	41.98	45.55	49.12	52.69		
50	37.16	40.59	43.80	41.29	42.33	45.90	49.47	53.04	
55	26.74	30.17	38.74	42.67	41.50	43.10	46.67	50.24	53.81
60	17.12	20.55	29.12	37.69	42.24	42.21	44.28	47.85	51.42
65	8.24	11.67	20.24	28.81	37.38	42.45	44.26	47.85	51.42
70		3.43	12.00	20.57	29.14	37.71	44.28	47.85	51.42

CO-OPERATION OF TEACHERS

This measure affects very vitally the welfare of every teacher in the state. The committee therefore urges that the plan proposed be carefully considered and that any criticisms or suggestions be sent to the committee. It is fully realized that no plan can be devised to fit every case, but it is earnestly hoped that the plan adopted will be satisfactory to

the majority of teachers. The committee trusts that the teachers of the state will unite in the promotion of the measure, for its success is largely dependent upon their co-operation and support.

Respectfully submitted,

A. R. BRUBACHER, *Chairman*,

RAY P. SNYDER,

ADA M. BAKER,

Committee on Pensions.

WHAT EDUCATIONAL RESULTS OF THE KINDERGARTEN MAY NOT BE MEASURED?

Julia Wade Abbott, Bureau of Education, Washington, D. C.

WAR is a great allegory. All human relationships are drawn in poignant lines and all emotions are portrayed in intensified color. The pulse of industry, the sweep of military achievement, the power of organization catch our imagination and shake us out of our complacency. And then "The War is Over" and with the reaction that always follows a deep emotional experience, there is danger that the vision fade and that we sink back once more into the old ways of doing things. The great lesson of the war is the power of organization, the irresistible force of an allied command, and it is only through our existing organizations which are operative in peace as well as in war, that ideals can be carried on. In "The Glory of the Trenches" Conningsby Dawson writes, as a soldier:

"And this we did while loving life,
Yet loving more than home and wife
The Kindness of a world set free
For countless children yet to be."

It is these "countless children" which make up the School Army and the school is one great agency for carrying on the ideals for which our men "have given their last full measure of devotion." It is well that we should re-state some "Lessons of the War."

The two words which were used more commonly than any others in relation to the army were Efficiency and Morale. These words seem to represent the two aspects of our topic, Efficiency, results

that may be measured—Morale, results that may not be measured.

The disclosures in the training camps in terms of mental and physical "slouchiness" as it has been described, and the statistics of illiteracy, all show unmistakably the inefficiency of our present system of education. These facts suggest definite ways in which the educational machine and its output may be improved. This scientific aspect of education is what gives the school stability. As Miss Temple has shown, we need this element in the kindergarten. We must have standards to measure accomplishments or the work will tend to become vague and ineffective. The kindergarten must not be "a thing in itself" apart from the rest of the school.

The kindergarten was introduced into many communities first as a philanthropic institution, as a social agency. The pioneers were filled with the zeal of the early Christians. The kindergarten was outside the school and then gradually it began to be taken over into the Public School Systems. Its principles and practices were modified by the scientific movement in education, and this was a most fortunate thing, for after the fervor of its disciples in the early stage, a kind of theology developed which needed the clear light and common sense of modern science. To-day the practice in the best kindergartens is related to the rest of the school because it is based upon modern psychology and its educational principles are those that are common to all education. But this

does not mean that the kindergarten need lose its identity. While the kindergarten has profited from the rest of the school in "the results that may be measured" in increased efficiency, the school may still profit from the kindergarten in terms of spiritual values—in morale.

Those who were responsible for building up Morale in the Army had to provide for the social life of the men, and leaders of Community Singing were sent to training camps all over the country, and that singing army fought back the armies of mere efficiency. Those things which cannot be measured, the deep satisfaction in human relationships, the dynamic power of ideals find vivible form. Study a war map with its red line of "The Germans' Farthest Advance," and you see the great wave that beat around Verdun but never overwhelmed it. The Germans could measure armaments, but they could not measure the invincible spirit of men who held to the ideal "They shall not pass."

This war has taught us bitter lessons of the need for efficiency, but it has also made us no longer ashamed of being a nation of idealists. The kindergarten was the outgrowth of Idealistic philosophy. Its conception of education was not the imparting of facts but "a life lived in a school." The social life of the child, the cultivation of his imagination was the heart of its philosophy. And we need to restate the social aspect of education for democracy, and the cultivation of the ideals of brotherhood. As pedagogues we are so self-satisfied with our own wisdom, that we indulge ourselves in pouring in and drawing out and measuring the result. We stand the child on his head, as it were, like an hour glass, and measure the output. And children are quite facile and lend themselves to our machinations. A teacher who was endeavoring to develop art appreciation in the children, was much elated because the children presented her with a copy of Mona Lisa which they had bought for a Christmas present for "teacher." She felt sure that the selection of such a picture proved conclusively that the art lessons had borne fruit in cultivated, æsthetic

taste. But she was disillusioned when a friend told her of the conversation that she had overheard in the art store when the picture was being purchased. One child said, "Teacher likes ugly colors, let's buy the homeliest picture we can find!" and they chose Mona Lisa! Appreciation and social co-operation cannot be measured in the same way as can the more scientific aspects of study, and it is natural to stress measurable results. But if we lay too much emphasis upon what a child knows rather than upon the relationship he establishes with the group, we are cultivating intellectual snobbery at the expense of democracy. Too often the academic type of child is only at home in a world of books. The circumference of his world in the school room is his own small desk. The back of the child in front of him presents no invitation to provoke nor to propitiate a fellow creature; it is just like the rest of the schoolroom furniture. Such a child offers no problem of discipline to the teacher and may measure up well in the mental test. By the test of his school mates he would be "weighed in the balance and found wanting." The best "group test" ever invented is the play in the school yard. Rigid organization in a school room gives no opportunity for social adjustment. Children must develop initiative and co-operation by participating in the activities of the group. It is difficult to measure the quality of "a good mixer," but the presence or absence of such ability may make for success or failure in life. An engineer may have all the technical knowledge in the world, but his knowledge may be useless if he cannot handle men.

The social atmosphere in the kindergarten develops "Morale," in this atmosphere the intellectual life lives and moves and has its being, for you cannot secure real mental effort in a frigid atmosphere. Teachers often underestimate the ability of a new class that comes from a lower grade because the children have not become adjusted to new conditions. The teacher is not taking into consideration the things that cannot be measured.

But Morale depends not only upon a sense of fellowship but also upon the compelling power of an ideal. The fancies of childhood are the stuff out of which ideals are made. The kindergarten is the Golden Age. We must keep free the winged imagination, we must believe in the mystery of childhood. Pedagogy alone will not interpret childhood to us. We go to the business man and ask for his criticisms of our schools in terms of efficiency, but for Morale, we must go to the poet. Carl Ewald, in his book entitled, "My Little Boy" tells of all the whimsicalities and questionings and childish loves of his little son in an inimitable way. The last chapter begins with his going to school. "Here ends this book about my little boy. He is no longer mine. I have handed him over to society. I, who have had a hard fight to keep my thoughts free and my limbs unrestrained and who have not retired from the fight without deep wounds of which I am reminded when the weather changes, I have, of my own free will, brought him to the institution for maiming human beings. I, who at times have soared to peaks that were my own, because the other birds dared not follow me, have myself brought him to the place where wings are clipped for flying respectably, with the flock." The besetting sin of school teachers is a certain smug satisfaction that comes from the domination of immature minds. They have no reverence for a child's wisdom. They have "grown so foolish-wise" they "cannot see with childhood's eyes." They teach lessons in appreciation and as a result develop a hearty dislike for the treasures of art and literature which are every child's heritage. A child must be constantly exercising his own creative power in order to interpret the work of other creative minds. A teacher must recognize that teaching is an art as well as a science and as James says "Sciences never generate arts directly out of themselves. An intermediary inventive mind must make the application, by using its originality." It is a simple matter to make a curriculum on paper, but "The Child and the Curriculum" is another matter. I once heard a group of fifteen eighth grade boys shouting in chorus

"Flower in the Crannied Wall." Our estimate of teachers must be based upon the things which cannot be measured as well as upon their ability to discipline and their academic standards. When we think of the great teachers, it is not in terms of efficiency but of personality; Arnold of Rugby, Alice Freeman Palmer, Naomi Norseworthy. Spiritual values must be communicated, not taught. The true teacher must depend upon intuition as well as upon tests, or she may give the child who asks for bread, a stone. The development of the social nature of the child, the cultivation of his imagination cannot be measured, but the results will become manifest in the form of attitudes, interest and tastes. The child with kindergarten training is eager to work and play with others, he is interested in the world around him, and he has a hunger, like Oliver Twist for "More!" Ex-president Eliot says "American schools have failed, for the most part, to inspire children with the tastes, ambitions, and aspirations which would guide them to a sensible use of their leisure." We need "Avocational Guidance" as well as Vocational Guidance, we must develop Morale as an aid to Efficiency.

Some one has said, "This education of drill and of the impartation of facts is essential, but it begins too soon. A child is a miracle before he is a manufacturer, a poet before he is a trader, a human spirit born into a universe before he is a worker in one of the many kinds of shops. The shop is here because it is a part of the great plan, but shops are not places to be born in. Between the demands of business, the superstitious faith in system, the confusion of education with discipline and information, and the neglect of the imagination, the human spirit has become mechanically efficient instead of joyously creative, and has perfected its toys at the cost of its capacity for playing with them."

Yes, the great lesson of the war is the power of organization, but not organization as an end in itself. The lust of organization created a Frankenstein that destroyed the joy of the world. But organization consecrated to the cause of

humanity is bringing back to the world the hope of "life, liberty and the pursuit of happiness." The nations have a great vision, the vision of the kingdoms of this world transformed into a

Kingdom of Heaven. He must restore the child's heart to the world for "the healing of the nations." "Except ye become as little children ye shall not enter into the Kingdom of Heaven."

SUPERVISION OF STUDY IN THE GRADES

Grace A. Day, Teachers College, New York

SINCE Professor McMurry in his text on "How to Study and Teaching Children How to Study," opened up this field, located and clearly defined the main elements of effective study, very little has been added to our knowledge of the psychological aspects of this subject.

What we now need is to experiment with and work out his suggestions in detail until we know just what are the two or three hundred (or thousand) elementary stimulus-response bonds or habits which the child must form before he becomes an effective independent student in any field. Also, we need to know how the supervision of study may facilitate the consolidation of these numerous elementary habits into a small number of hierarchies.

Then, we must continue unlimited scientific experimentation and quantitative measurement in our class rooms before we shall be able to state with trustworthy assurance just how in detail teachers and pupils should work to establish correct study habits. No one as yet has made a thorough-going scientific study of these details.

Professor Thorndike is constantly shocking his advanced students and colleagues in education by such experiences as this: He asks them to estimate how often a child in the first six years of school sees certain of the one hundred spelling demons in his school readers. Thereupon one is chagrined to find himself holding opinions quite contrary to fact. Then he is asked to estimate the number of times that a child would have to add seven to nine or five to eight, if he performed all of the work in the first two books in a standard three-book series of arithmetic. Again, we are humiliated by our ignorance and are ready to agree when Professor Thorndike suggests that the intellectually elite

of this country know nothing about the details and minutiae of the instruments of instruction.

Recent progress in the science of mental measurements, however, gives us hope that in the future you will be given scientifically proven facts concerning supervised study, in place of the tentative theses which we now offer.

The supervision of study in the elementary grades, or any place for that matter, is a means to an end and not an end in itself. The chief end or purpose is the emancipation of our pupils from poor and ineffective ways of studying. The supervision of study which accomplishes its purpose equips pupils with the tools (that is, the knowledge and consequent habits) of independent, self-directed study. Such independence rests upon facility in the mental functions involved in clear thinking.

The test of success for any supervised study period is—how much better able are these pupils to think and study independently?

Four years of experimentation in elementary class-rooms, testing and measuring a considerable variety of methods used to teach children how to study, has brought me to the following tentative conclusions.

First, the supervision of study or teaching children how to study is not one problem but many. It involves not the formation of a habit by the pupil nor of a few habits, but of an infinite and unknown number of highly specialized habits and hierarchies of habits, varying according to the school subject and the special problem within the subject.

Second, children in the elementary grades learn more rapidly and more effectively how to study under the supervision of a trained and skillful teacher than when left alone to work out their own methods.

Third, the teacher must have a larger vision of supervised study than that it is a time for pupils to prepare subject matter to recite at a later class period. Mere daily preparation is too frequently the only aim in the mind of the teacher during the study period and such a conception leaves the pupils weak and dependent. An effective supervised study period is one in which the teacher and pupils are actively and consciously correcting and perfecting habits of study that will increase the students' total efficiency in school and in life outside of school. Such efficiency involves the factors in good thinking functioning habitually within a given field, and the formation of good thinking habits is controlled by the laws of learning. Attention to the application of these laws to the formation of effective study habits becomes the chief concern of a teacher during a skillfully conducted supervised study period. Nothing short of a thoroughgoing course in the psychology of learning will give an adequate understanding of the laws of learning. Such books as Professor Freeman's "How Children Learn," will aid teachers greatly in solving the psychological problems of the supervised study period.

Fourth, in the elementary grades, when the time, which the teacher has to work with a class is divided sharply into distinct parts, one of which is called a supervised study period, a common tendency among teachers seems to be to revert to the old, deplorable procedure wherein pupils try, during the study period, to fill up on subject matter which they are unable to use, and the teacher spends the class period quizzing and testing the pupils upon this subject matter merely to find out how much has been retained by brute memory.

It has been found that better teaching results and elementary pupils gain more independent power when teachers regard all of their instruction of the pupils as integral parts of the process of teaching children how to study. It has, also, been found that the procedure during the recitation or class period determines the pupils' habits in study, to a far greater extent than does anything

which goes on, as a rule, in the so-called supervised study period. If the teacher in the class period is merely quizzing the pupils for memorized text-book facts then in the study period the pupils' main purpose is to cram the mind with unevaluated and undigested facts. On the other hand, if in the class period the teacher is encouraging the pupils to weigh facts, to judge values, to select vital matter and use it in the solution of live problems, then in the study period the pupil is, of necessity, weighing facts, judging values, selecting relevant matter, and in fact is studying, intelligently, effectively, and with growing independence.

Furthermore, we have learned that we have gone only a short distance, when we have made all of the physical and mechanical conditions, favorable to study. Even when a healthy, normal boy or girl sits comfortably at a model desk, in a perfectly equipped study-hall, presided over in absolute silence by a perfect disciplinarian, he or she may be making a miserable failure of the business of study. Far more essential and often more difficult than the provision of favorable physical conditions is the matter of bringing about the favorable psychological conditions necessary to good study. The presence of strong intrinsic motive and genuine zeal for the task quite surpass proper posture, ventilation, bodily comfort and the like, in their effect upon the formation of correct study habits. So, also, the satisfaction which comes from the ability and the practice of locating and measuring one's own failures and successes in the steps taken while studying, counts for more in establishing good study habits than does, for example, the mechanical device of recording the number of minutes per day spent in studying each subject. Abraham Lincoln is a classic example of a successful student in spite of most unfavorable physical conditions. Not that I would deny any pupil the advantages of the most favorable physical and mechanical conditions but I would, also, direct the teacher's attention to, and help her with, the more difficult problems involved in providing the necessary psychological conditions upon

which her success in the supervision of study depends. I would ask you, as her supervisors, to help her to better understand the psychological laws of learning (namely, the laws of readiness, exercise and effect) and their special applications in teaching children how to study.

By way of summary, may I reiterate that the most valuable things which I have learned while co-operating with teachers in their experiments with supervised study are these:

The methods of study adopted by pupils come mainly from the teacher's ways of working during the class period and her own methods of study.

Only one who is something of a master in a given field of knowledge can successfully supervise the study by pupils in that field.

Only by scientifically controlled experimentation and measurement will we learn what we should know about supervised study.

Teachers in the elementary grades (and perhaps elsewhere) must be led to see how all of their work influences their pupils' habits of study and that helping pupils to form correct habits of independent study is their major work, and that such habits are a large part of moral character as well as a basic equipment for mental efficiency.

TEACHING SOME AMERICAN IDEALS THROUGH ENGLISH COMPOSITION

Richard L. Sandwick, Highland Park, Ill.

ENGLISH occupies a unique place in the high school curriculum. It is the only subject required of every student throughout practically the whole course. This makes it an excellent medium through which to reach students with material which should be the common heritage. Furthermore, the teacher of English through her study of the poets and orators is well equipped to teach ideals. So far as ethical ideals have ever been taught in the high school, it has been, for the most part, the work of English teachers. I believe that English teachers must do more: they must prepare students for citizenship and political leadership.

In a democracy it is public opinion, of course, that rules. No man can become a leader in a democracy who has not the art of speech. He must be able to make his policies very clear to his followers either by oral speech or with the pen. Education heightens the leader's influence. Men of superior training are looked to for political enlightenment by those who have had less education. Fifteen per cent. of our population have high school or college training; eighty-five per cent. have neither. The eighty-five per cent. look to the fifteen for political guidance. The educated man's influence is felt whether or not the man

concerns himself with political matters.¹ If he does not, the uneducated will not. The latter will take it for granted that civic matters are either impossible of improvement or all right as they are. As a result matters of government are too often neglected, and allowed to fall into the hands of corrupt bosses, rings, or private interests. The educated but indifferent citizen is thus a menace to good government. "Each nation," says President Hadley, "proves its right to receive freedom by accepting the responsibilities that go with it."²

Since the teacher of English trains in the essentials of leadership, oral and written expression, she can hardly escape the responsibility of training in the ideals which underlie our political life. It was not without significance that many superintendents and principals last year put into the English course the speeches of Woodrow Wilson, and English teachers did not object. To show the effect of this work on the pupils' ideas of freedom, I want to present two themes written by pupils in the second half year of the high school course. The

¹The Relations of Education to Citizenship (p. 113)—Simeon E. Baldwin.

²Freedom and Responsibility (p. 47)—Arthur Twining Hadley.

first was written by a pupil as a brief class exercise six months after reading the speeches of the President.

WHAT FREEDOM MEANS TO ME.

Every time I think of freedom, I unconsciously couple America with it. I have never been deprived of freedom, and so cannot realize the hugeness of it. But it makes me feel as if I can lift up my shoulders and take a deep breath of clean, pure air, free air. It makes me happy to think of America, the land of freedom, being looked up to by many lands which are in the dark and which I pity. Freedom, to me, is a holy word. The countries which do not have it are, to my mind, dark countries, with unclean air, unpeaceful, and tumultuous. Freedom makes me glad that I was born, makes me want to do something worthy of my country.

Now I grant that this theme lacks definiteness. Others in the class were more specific; some detailed their civil and political rights of person, property, speech, religion, and suffrage. This theme expresses only feeling. But compare it with another theme written the same day by a boy who spent his first half year in a school where the President's speeches were not read.

WHAT FREEDOM MEANS TO ME.

Freedom to me means not to have to fix fires or go to bed early and to be able to lay abed late in the morning and not have to go to school, and to be able to go to the shows whenever I want to and to be able to eat all the candy that I want to and not have to write themes in English.

In teaching the ideal of freedom the work should be progressive from year to year. In succeeding years appreciation of American freedom may come from reading Mary Antin's "Promised Land," and Hale's "Man Without a Country." Class discussion should follow the reading; then the pupil should endeavor to express his appreciation of American freedom and his conception of the ideal American citizen. When he has come to realize the value of freedom he should learn of the dangers which may impair that freedom. There is, for instance,

the "unseen government" (1) of bosses who dictate to officials how they shall vote and act in office, (2) of corrupt rings that give themselves the offices and the public contracts, (3) of financial interests such as railroads that may seek franchises and control of legislation. A subject of debate might be, "Is there an invisible government in our city?" The debate does not commit the school or the teacher to either side; but it starts interest in government in every home. If there is a hidden source of danger, it will be brought to light. It is said that certain virulent disease germs which live a long time in gloomy places soon die when exposed to the sunlight. It is so with many of the germs of bad government; they cannot endure the light of publicity and exposure.

The 13,000,000 foreign born are a source of danger. Not all have met with the experiences of Mary Antin. Many have been exploited by sharpers and heartless employers, herded like cattle, yelled at and cursed by brutal foremen. Perhaps they have come from tryannies over-seas where not the laws and courts of justice, but the bomb, the knife, and the pistol are the means of redress. High school students have gone among the foreign-born to sell government bonds and thrift stamps. Might they not also go among them as evangels of good-will to bring them into the evening school and to learn and report back to English classes what is said and thought among these people, and then to take council how to meet complaints against our institutions? The work should follow a reading of President Wilson's Address to the Foreign-born. Simeon Baldwin's shorter catechism (*Relations of Education to Citizenship*, p. 40) gives in 100 words the essential principles of our constitution. This every student might well commit to memory and carry with him.

A third cause of bad government is indifference at the polls. When election time comes every English class from the seventh grade up should have three-minute speeches on the local candidates and their policies; and this should be done every year and at every election. Optimism, with respect and appreciation of those in public office, should character-

ize this work.¹ Let us not teach to sling mud or use the muck-rake.² So shall it be the high privilege of English teachers to deliver to Americans their birthright of freedom, remembering that the ignorant cannot be free.

THE IDEAL OF EDUCATION.

The ideal of education is necessary for the success of free institutions. I believe earnestly that pupils should be taught the value of their school work. I am going to tell you something of the results secured by teaching subject values from a book.³ Two years ago, Miss Eaton of the South High School in Grand Rapids, Michigan, sent me a number of themes written in class on the subject, "What this Book Has Done for Me." One boy wrote, "Before I studied in this book, I would always think, what is the use of studying English anyway, but now I am beginning to think more of English and every other subject." Another wrote, "I have learned how necessary it is for me to go to school and why it is important to take certain subjects which I deemed useless to me before." A third, "It has taught me the value of good honest study and the value of certain subjects. It has shown me why I should attend school." A fourth, "It has given me many an idea as to the value of taking certain subjects which I never realized before." I was interested in these student reactions, and secured like themes from my own school. In one of these a girl wrote of a certain subject, "I used to hate it so I could never enter the class without a shudder. Now (after seeing its value) I go into the room with a smile." Still another wrote, "Before learning its value, I would say when I took up my foreign language book, 'I hate this stuff! I wish I had never started it. I don't see that it's going to do me any good.' Now I go at it with a different prospect." Still others told of meeting the arguments of friends who

advised them to quit school and go to work with arguments from the book.

I made a study of the effect upon grades of teaching subject values. Three years ago I spent the seventh and eighth weeks of a semester teaching these things to sophomore English classes. During the first six weeks this class made 18½% of the scholarship honors in the school; during the second six weeks it made 31.7% of the honors. It was the only class that did not have a larger list of failures the second six weeks period than they had the first: 9% the first, 5½% the second. A much more remarkable showing than mine was made by Principal Carl H. Neilson in Vallejo, California. Mr. Neilson kept the work of teaching why and how to study going continuously all the year with the following remarkable results, in which Good, Fair, and Poor indicate scholarship marks:

	Good	Fair	Poor
1st month....	38%	47%	15%
2nd month....	40	47	13
3rd month....	44	48	8
4th month....	48	45	7
5th month....	52	43	5
6th month....	57	39	4
7th month....	54	41	5
8th month....	56	41	3
9th month....	51	45	4
10th month....	55	43	2

In teaching the value of education through English composition, English may be correlated with art. Pupils in English classes plan and describe posters which advertise the value of some school subject. The art classes get from these descriptions ideas which are afterward made into posters and publicly exhibited. Every semester a theme or a three-minute talk on "My Studies and Why I Should Devote Myself to Them" will help every student.

Pupils may also write arguments from statistics which show the value of education to the nation, to the state, or to the individual. I have an exhibition of statistical charts and posters used for this purpose. Care should be taken not to let the money value of education appear to be its chief and ultimate value. Show how the power of the state is also

¹See The Liberty of Citizenship, McCall, (p. 87).

²"What Can I Do to Help the City Officials?" makes a good composition subject.

³Sandwich's How to Study and What to Study.

increased and the well-being of all the people through the gain in wealth used as capital in production. Other statistics may be secured to show how the greater earnings of fathers reduce proportionately the sickness and death of babies; and by permitting mothers to work at home and to keep the children off the streets, reduce the proportion of children who go to reformatories.

It has long been known that free labor is more efficient than slave labor. The labor of students is to study. Teaching the value of studies makes their labor free. As a result they begin to work for themselves, not merely for the teachers; and not with the spirit of the Belgian deportee in fear of a Prussian taskmaster, but rather with the spirit of the old forty-niner, who toiled with joy because he dug out bright gold and made it his own. Thus by teaching students the value of their work and making education an ideal, English teachers can increase effort in study, hold the pupils in school by reconciling them to study, convert the ignorant opponent of schooling, and raise the whole status of public education.

The war has surely banished much of our misgivings as to the possibility of influencing opinion deeply by ordinary educational methods. We have seen intelligent propaganda accomplish too many wonders to doubt its efficacy. We saw how indifference and objection to the draft were turned into enthusiastic acceptance, how unheard of sums of money were raised not only for government bonds wherein self-interest might be appealed to, but for war charities that gave no financial return to the given. People were induced by argument to curtail expenditures to a degree beyond all expectation for food, clothing and fuel,—the very necessities of life. Four-minute speakers induced them to exchange what they liked for what they did not like, substituting the plentiful for the scarce,—and all this without any extraneous compulsion. After this recent experience can any one doubt that it is worth while for teachers to endeavor by word and precept to inculcate ideals of good citizenship in the minds of their stu-

dents? Can we doubt that it pays to teach students the value of their studies?

COURAGE AND PERSONAL ACHIEVEMENT.

I can stop for but a moment to touch upon two important ideals which English composition may inculcate, the ideal of courage and the ideal of personal achievement. The two kinds of courage, physical and moral, are easily discriminated as the courage of the soldier and the courage of the good citizen or political reformer. We do not need to worry about the courage of the American soldier. The great war has taught us that given a high purpose, our soldiers are the bravest of the brave. All the world knows that the boys who had studied in our high schools and colleges were the first to offer their lives for country. I believe that the athletics and the work of English teachers inculcating the ideals of service and patriotism found in the poets and in the speeches of Webster, Lincoln, and Washington, were what sent our boys to battle "as to a festival" and to death with a smile on their lips. We need not try to improve upon the high courage of American soldiers.

But the unselfish courage of the good citizen, the political reformer who can stand alone against a hostile majority needs immediate attention in school. This can, perhaps, best be done through themes on the lives of men like Garrison and Lovejoy, who stood for the freedom of the slave, Tilden, who gave up the presidency rather than plunge his country into civil war, Roosevelt, who incurred the hate of powerful capitalists and fearlessly attacked predatory wealth and the invisible government, and Jose de San Martin of Argentina, whose self-effacement brought peace to South America and to this brave man charges of cowardice and the loss of friends. Boys and girls who look up such biography for oral composition to be heard later by the class, feel that they are doing something worth while. Notice the beginning of this senior theme. See the spirit in it. It is called, Lovejoy and the Ideal of Courage.

"All the world admires courage. We ought to admire courage. Courage has

given our country its freedom. Without it we would soon lose our rights and liberties. All that we hold dear is even in this day being put to the proof. As a nation we are fighting for our freedom as never before. When we think of courage, it is usually this kind of courage we have in mind—that of the fighter. I want to call to your attention to the courage of a man who never carried a gun or kept step to the throbbing war-drum. Yet he exhibited no less courage than those who in the Civil War which followed his time marched to the cannon's mouth, or those who to-day are falling in defence of freedom upon the battlefields of Europe, etc." Such themes as these take naturally the form of eulogy. Why do we wish to teach this kind of courage to our youth? Because a democracy never is perfect, but should always be in a state of becoming so. They who make the necessary changes meet the opposition and hatred of entrenched opinion and self-interest. Without courage in the leaders there can be no progress.

The ideal of personal achievement, of doing something worth while in school and in the after-life,—the vocational ideal—is one which has been taught for some years in progressive schools through the medium of English composition. I shall not stop to discuss it. I will, however, call your attention to the possibility of dignifying common work in the school so that the dignity of labor will be revealed in English themes. It is through the formation of a student labor bureau, which we call "Community Service" and an honor society called the Samurai. All kinds of plain work are included in our list under Community Service; such as beating rugs, minding babies, washing dishes, scrubbing floors. In securing admission to the Samurai, or nobility of achievement, the performance of these lowly duties receives recognition along with scholarship, athletics, and public speaking, whenever the work is coupled with self-support or with the purchase of thrift stamps. (I call your attention to the student posters used to advertise and dignify Community Service. English composition classes describe and explain these posters.)

THE IDEAL OF EQUALITY.

The existence of class-consciousness and class-hatred is a great bane to the preservation of peaceful self-government. Such prejudice makes justice in jury trials exceedingly precarious. The ideal of equality, of sympathy and regard for others, underlies all democratic institutions. Indeed, they cannot exist without it. We must mitigate the old feuds between rich and poor, employer and employed, black and white, educated and uneducated, foreign born and native born.

I want to suggest a device which promises more than anything I know of to help in establishing the ideal of equality. It is the device of having narrative stories written in which the despised one, by showing high qualities of unselfishness, love, courage or patriotism, wins the respect and regard of those who formerly despised him. I think I can make this clear by relating in abbreviated form a story or two written by third year English students.

One little girl, who formerly lived in the South, wrote a story which she called "The Black and White." It described a Southern home filled with intolerance of negro ambitions. A child from this home was taken by its negro mammy to a meeting being conducted by a negro leader of the Booker Washington type. The intolerant father, returning unexpectedly to find the child gone, started a hunt for it, and at last came to the negro meeting just as the leader with his eyes on a big American flag began to pray. As he prayed he called to mind all that black men had done for "Old Glory," how they had dug in the ground and fought for it, how they had sprung to defend it at every time of need. And then he prayed that the flag might give to them equality with the white man in the essential things of life, equal rights and opportunities. It was an eloquent prayer; and when it was finished, the voice of the once intolerant Southern master was heard to say, "Amen."

There was another story which touched me not only because of its theme but because I know the circumstances of the home from which the young writer

comes, a home in which both father and mother are wage-earners. She called it "The Little Teacher's Christmas." The scene was laid in a girls' ultra-fashionable day-school. One day the little teacher ventured to keep her class for a few moments to tell them of a home she had visited in which four little children and a mother lived in a single room where the mother lay in the only bed sick with a burning fever. The little teacher told how she had emptied her own thin and insufficient purse, and asked if they would not like to help, too. The girls stared at each other with a sort of silent awe; no one spoke; and presently they rose and passed out.

Then the little teacher threw her face in her arms on the desk, and weeping cried out against the selfish children of the rich. But that wasn't the end of the story. Next morning the little teacher had the surprise of her life; for the select girls came bringing gifts,—clothing, shoes, hats, food; and one told how her father had ordered a load of coal. The most careless, happy-go-lucky girl in the lot had something to give,—and when Christmas eve came, girls, teacher, and gifts were loaded into three big limosines, which set out for the widow's home. The girls took the babies on their laps; and love and good-will made the gifts doubly dear. This is how the story ends: "Late that night, as the little teacher knelt by her bed she prayed, 'O Lord, forgive me for saying that they were selfish and didn't care. They do care, and they want to help; only they didn't know how.—'" You remember how Dickens wept over the death of his little Nell.

The religious touches show how deeply these stories were felt. It seemed to me as I sat in English classes and listened to them that intolerance was being buried fathoms deep. The wop, the idle rich, the negro, the bloated bond-holder, the kitchen mechanic, the laborer,—whoever the hated or despised one might be—all could come in for a share of sympathy and regard. As love triumphed over class feeling and prejudice, it was as if the brotherhood of man had come into the classroom and into the hearts of the students. With the soil thus watered, de-

bates will bear fruit on such subjects as "Is there equality in the burdens of taxation," "in business," "in educational opportunities"?

Some one may say, "This is all talk! Of course the pupils will give back in their themes what they know will please the teacher, and win approval with a good grade. There is no proof that these ideas become ideals and carry over into conduct." On the contrary there is proof that these ideas have become ideals, and are now influencing conduct in the school where this year for the first time the plan has been tried. An incident that goes to show what I mean occurred a week ago last Tuesday. The school played basketball with another suburban high school. There was playing on the local team a young man of mulatto blood. During the game a group of rooters from the rival school stood on the sidelines of the playing floor and shouted "nigger" or "half-breed" each time this player got the ball. The following day a committee of students waited on the principal to ask if they might not address a letter regarding the matter to the principal and student-body of the rival school. It was an unheard of request. I learned that the action was wholly voluntary on the part of the students, not suggested by teachers or others.

Here is a part of their letter to the other school:

Dear Sir:

The undersigned committee of four students of.....wishing to preserve the courteous relations which have hitherto existed between our own and the.....High School, respectfully beg leave to call attention to the occurrences which tended to mar friendly relations at yesterday's game.

We view with disapproval a group of our own students who gave the yell deriding players, and containing the words, "Soup, Soup, Soup." This yell was not authorized by the school cheer leaders. We wish to apologize for this discourtesy and to say that measures will be taken to avoid its recurrence.

On the other hand, we were very sorry to observe that a certain group of your "rooters" so far forgot themselves as to address remarks to individual players on

our team, such as "nigger," "half-breed," and others, some of which will not bear repetition.— The letter goes on to detail other causes of dissatisfaction and ends with this: We know that the spirit displayed by these groups of students does not represent the true spirit of the two schools, and we believe that when the attention of the principals and the two student-bodies is called to these facts any recurrence of such conduct will be made impossible.

Respectfully yours.

THE IDEAL OF THRIFT.

The last ideal to which I would call your attention is that of thrift. And I will detail a nine-day thrift campaign conducted by all English classes at Deerfield-Shields. The results were most gratifying.

1. Each pupil was asked to bring thrift cartoons to class and ten reasons why he should save. These were later studied carefully, and the best ones listed.

2. Three-minute talks on why I must save and how I can save on (1) food, (2) clothing, (3) waste, (4) gasoline, (5) fuel, (6) money, (7) leather, (8) fire prevention, (9) farm gardening, (10) the preservation of health. Many copies of Our Country's Call to Service (Scott, Foresman Co.) were put in the library. Pupils were told to use the Readers Guide for further material.

3. Read in class Our Country's Call to Service and McGreagor's Book of Thrift.

4. Paragraph of 150 words on How I Can Save; afterwards read in class.

5. Oral themes in competition, best in each year to speak in general assembly.

6. Pupils bring in good titles for themes; best are chosen by committee in class and 300 word themes written on those chosen.

7. A thrift diary kept by every student for one week, in which every action, was subjected to scrutiny from the standpoint of thrift.

8. Art teacher talks on the war posters.

9. Four-minute speeches in assembly followed by parade with school band.

As a result of this campaign the sales of candy fell off to such an extent in the school lunchroom that the manager, who

knew nothing of what the English classes were doing, concluded that something serious was the matter with the candy. The sale of thrift stamps in the school jumped from approximately \$100 the first month to over a thousand the second.

Here is a paragraph from one of the thrift diaries.

This morning at the breakfast table I prevented my small sister from taking extra sugar on her applesauce, and also refrained, myself, thereby saving at least two teaspoons of sugar. I shined my shoes, saving ten cents, and took my lunch to school. This afternoon I put on old clothes as soon as I reached home and after much persuasion, finally wheedled my little sister into letting me wash her hair for her. Then, having carried the good work so far, I did my own hair, too. Mother gave me the dollar that would otherwise have gone to the hair-dresser; and to-morrow I will invest it in Thrift Stamps.

Here is one of the 300 word themes.

THE BABY BOND THAT GREW.

In the time of the early twentieth century when the nation called Germany still existed, there were flourishing two gallant young men whom we will call, for the sake of convenience, Socrates and Alcibiades. Although their parents were kind enough to refrain from burdening them with these appellations, they will do very well for our little tale.

Now these two young men both had an equal chance in this world, for both came from equal parentage, had received equal education, and possessed equal ability. Now there seems to be every reason for these two young men to be equally successful at the end of thirty years; but at the end of that time Alcibiades was a bookkeeper, receiving a salary of twenty-five per, while Socrates was president of a large corporation, and his income ran into six figures yearly. And all this was merely because Alcibiades turned down a chance to buy a fifty dollar bond which Socrates purchased.

At the time of this opportunity Socrates and Alcibiades were both working at equal positions and receiving the same

salary; so when the opportunity was offered, Socrates and Alcibiades were both financially able to take advantage of it. But Alcibiades said, "What do I want with any old bond? No, I'll take Claudia to the theater to-night and to the roof-garden afterward. That's how I'll spend my fifty dollars." On the other hand, Socrates said, "Now I am going to save my fifty dollars, secure interest on it, and then when I have need of the money, I will have it at hand. I'll take Sappho out to the movies to-night. This will cost me only fifty cents, and I will be \$49.50 to the good. And I am sure she will be just as pleased as if I took her to the Midnight Frolic when I tell her of my purpose."

So each did as he pleased with his fifty dollars. But Alcibiades had started the spending habit; and it grew on him until he began to live outside his income. Socrates, however, had started the best habit a man can have, that of thrift. This bond was but the first of a series of many, many more which found their way into his strong box.

At the end of five years an opportunity was given to either of them to invest in the firm for which they both worked and advance to a higher position. When this was presented, Socrates went to his strong box, pulled out his many securities, invested in the firm, and was elected secretary; while Alcibiades, being unable to put up the required money, had to be content to remain at the old desk.

Later, Alcibiades continued at his old ways; while Socrates, because of his thrifty habits was able to enlarge the capital of the firm, thus enabling it to take in much new business. The stockholders were so pleased at their larger dividends that they soon elected Socrates president of the corporation. Meanwhile, Alcibiades was unable to advance because he was known to be too extravagant with the firm's money, as well as with his own.

Everything in business went well for Socrates now, for he insisted upon a policy of economy which enabled the corporation to expand greatly. Now it is Socrates who takes Sappho to the roof-garden while Alcibiades must be content with taking Claudia to the mov-

ies. And when Socrates pays fifty dollars for a ring-side table, he is spending a smaller portion of his weekly income than is Alcibiades when he invests fifty cents in two movie seats.

So it may be readily seen that conservation and thrift of to-day are the bases of the pleasures and luxuries of to-morrow.

This humorous story does not link up thrift with the high purposes found in the three-minute speeches; such as, patriotism, self-sacrifice, and service to others. Along with thrift the two great rules that control trade or gain may also be taught; to wit—(1) good faith, without which men cannot deal, and (2) fairness and justice, lack of which causes dissatisfaction and quarrels that discourage dealing.

The present world-poverty, the enormous interest burden of a billion dollars a year for America alone, the need of large capital accretions to carry on modern machine production, all urge us to make thrift an ideal in the hearts of the young. There is another reason for such teaching: it will make for their personal happiness and for law-abiding citizenship.

To recapitulate, I would cut out much of the composition work, that details commonplace personal experiences of pupils; the kind that begins, "One day last summer my brother, my sister, and myself decided to go fishing. So we got up early and ate breakfast about six o'clock—and so on with the tiresome catalogue of trivialities. I would have fewer themes and longer ones, at least a third of them based on class discussions following the reading of a few books and classics which bear upon American ideals of freedom, equality, education, courage, thrift, and personal achievement through service. Reading alone without reproducing does not go deep enough. It is too soon forgotten. But when students prepare speeches or compositions on the work they have read, and with a high patriotic motif behind it, the ideas stick. The trick is turned. *Studia abeunt in mores*. For this important work of preparing for citizenship we cannot depend on a half year of civics at the end of the senior year when

two-thirds of the pupils have already left school. We must have it where every child can be reached every year, and by the teacher who more than any other prepares for leadership—the English teacher.

SUGGESTED BIBLIOGRAPHY.

A. Books already in the course, into which the ideals may be read.

I. The Ideal of Freedom.

1. Washington's Farewell Address.
2. Webster's Bunker Hill Oration.
3. Wilson's Speeches.
4. Shakespeare's Julius Cæsar.
5. Burke's Conciliation.

II. The Ideal of Education.

1. One and two above.
2. The Chambered Nautilus, Holmes.
3. The Elegy in a Country Churchyard, Gray.

III. The Ideal of Courage or Self-devotion.

1. Shakespeare's Julius Cæsar.
2. Dickens's Tale of Two Cities.

IV. The Ideal of Personal Achievement through Service.

1. Lowell's Sir Launfal.

V. The Ideal of Equality.

1. Lincoln's Cooper Union Speech.
2. Carlyle's Essay on Burns and the Poems of Burns.
3. Lorna Doone.
4. Tennyson's Gareth and Lynette.
5. Scott's Ivanhoe.
6. The Elegy in a Country Churchyard, Gray.
7. Burke's (above).

VI. The Ideal of Thrift.

1. Franklin's Autobiography.
2. Eliot's Silas Marner.

B. A few books which may be added.

I. The Ideal of Freedom.

1. Mary Antin's The Promised Land.
2. Jacob Riis's Making of an American.
3. Hale's Man Without a Country.

II. The Ideal of Education..

1. Foster's Should Students Study?
2. How to Study and What to Study, Sandwick.
3. Bureau of Education Bulletin No. 22: The Money Value of Education.

III. The Ideal of Courage.

1. Phillips's Eulogy of Garrison.
2. Hagedorn's A Boys' Life of Roosevelt.
3. Addams's Twenty Years at Hull House.

IV. The Ideal of Achievement.

1. Marden's Pushing to the Front.
2. Cowen & Wheatley's Occupations.

V. The Ideal of Equality.

1. Booker T. Washington's Up from Slavery.

VI. The Ideal of Thrift.

1. McGreagor's Book of Thrift.

The Lord has provided a-plenty for every man, but he makes no deliveries at your door.

Until you show you can think for yourself you will never have a chance to think for others.

A man is like a well regulated machine in that he does his best work when he makes the least noise about it.

Make good—the world is bidding high these days for people who can perform one hundred per cent. of their promises.

We live more in a single month than our fathers lived in a year—and our opportunities come proportionately fast.

Never say anything wrong of any one if you are not quite sure about it, and if you are, ask yourself, "Why should I say it?"

I didn't begin with the askings,
I took the job and stuck;
I took the chance they wouldn't,
And now they're calling it luck.

THE FREE MEDICAL DEFECTIVE SPEECH CLINIC

Dr. James Sonnett Greene, Medical Director of the New York Clinic for Speech Defects

RECENTLY the result of a survey made of those that have stuttering speech showed that to every community of one hundred thousand persons there are almost a thousand stutterers. When we consider that our population is one hundred million we are certainly blessed with a good round number of stuttering individuals. That is not all. Anyone who will take the trouble to acquaint himself with the subject will find that aside from stutterers, there are also many who stammer, who lisp, or whose speech is defective on account of pathological conditions of the mouth, cleft palate, etc. All in all we must admit that there are enough defective speech patients to fill speech clinics for their proper treatment.

Although medical authorities have paid scientific attention to defective speech as far back as the beginning of biblical history, on the whole the subject is more or less a closed book. At the best its mention probably arouses little more than vague ideas concerning stuttering and stammering.

We have just about reached the stage when both lay and medical men realize the fallacy of the old hackneyed phrase about imperfect speech, heard again and again: "Your child will grow out of it."

All phases of the subject have received considerable attention abroad. Some of these phases have been given attention here, but the most essential feature of the problem, the practical handling of it, has been almost totally neglected. In the hurried advance of medical specialism the treatment of speech disorders has been given over to a class of semi-professional empirics, who as self-styled doctors or professors, conduct voice or speech institutes or so-called psychological schools or clinics, giving the sufferer natural speech methods which, according to their own delusion, are productive of better results than the system of their competitors. The ignorance of the subject is appalling and is so prevalent among those who have the care of chil-

dren that untold suffering and complications have resulted.

Persons who come into contact with such speech defect sufferers as stutterers, for example, hear a story which occasionally bears a slight variation but in the main is essentially the same. The story is that such and such a child has been stuttering since childhood, and for some reason did not grow out of its trouble, as was expected. The child is always very miserable while at school, being unable to give recitations, and therefore is hampered in his studies and never completes his education. He has great difficulty in securing a job, most of the time following a line of endeavor which never interested him. He has been victimized a number of times through attractive advertisements, depending on the number of times he has saved enough to pay for treatment. He is burdened with lonesomeness, never mingling much socially, is constantly aware of his infirmity and suffers always. Taking it all in all, he feels himself socially an outcast.

Observations along these lines resulted in the working out of a practical solution of this problem. The great need was for a co-operative work in which there was a definite, intimate relationship between medical, re-educational and social therapy. In other words, a center where the doctor, the teacher and social worker are represented in complete harmony. The following is a brief outline of how this harmonious co-ordination is carried out at the New York Clinic for Speech Defects, the first free medical clinic devoted solely to the cure of defective voice and speech conditions.

This city clinic is located at 143 East 37th Street, New York City. It is composed of a number of departments: a medical department to take care of the physical condition of the patients, a dental department to take care of teeth, mouth and jaw conditions when such conditions are the causative factors of defective speech, a nervous and mental department to take care of such conditions when they are causative or as-

sociated with defective speech, a re-educational department to re-educate patients to overcome their faulty voice or speech habits, and a department for teaching of lip reading to deaf soldiers and sailors, as well as lay people. The clinic is open afternoons from 4 to 6 o'clock, Monday, Wednesday and Friday evenings from 8 to 10 o'clock. Treatment is given free of charge.

Defective speech sufferers are very sensitive people. It was necessary to attain an atmosphere distinctly different from the traditional dreary one that is more or less prevalent in clinics. A flower-box in the window in summer, chairs in the reception-room instead of long, gloomy benches, a wicker table in one corner piled high with current magazines, a tall, old-fashioned grandfather's clock in another corner, the walls and woodwork so painted that they do not convey an institutional feeling, and the whole giving a prevailing atmosphere of cheerfulness which one senses as soon as he enters—there are the surroundings. The registrar at the desk near the door registers all patients in compliance with the rules instituted by the New York State Board of Charities, for the clinic is incorporated and licensed under that board.

The patient, after being registered, is allotted an envelope large enough to contain papers of the regulation typewriting size. The idea of having various colored papers in the envelope was found to be very practical. Each paper represents the different integral parts that constitute a complete history of the patient. It was early noted that to obtain a family or personal history of a patient suffering from defective speech is not always easy. In the case of children it is not so difficult because an adult usually brings the patient. In the case of an adult it is usually difficult because he comes alone and cannot say what he wants to say when questions are put to him.

After a history is taken the patient goes through a thorough physical and mental examination, and all his anomalies are tabulated, special stress being laid on the mental status. One of the forms in the envelope is a record booklet of the measurement of intelligence.

He is now ready to be tested for the condition which brought him to the clinic, his voice or speech defect. Through the various facts obtained it is possible to come to a definite diagnosis of the patient's condition. Thoroughness in the steps carried out is of utmost importance. The patient is directed according to the diagnosis made. He may need two, three or more of the phases of the work carried out at the clinic. First of all, if a condition exists that needs surgical assistance arrangements are at once made to secure it. In this regard the clinic assumes the role of a clearing-house. It has to its credit a great number of successful cases in which surgical measures have resulted in the relief of conditions that were directly or indirectly causative factors of the speech disorder.

Again, some patient, following his surgical treatment, requires further treatment in other departments. It may be necessary for him to receive both psychological and re-educational treatment; or on the other hand, some patients need to go to the dental department. Examples of the latter are cases of malocclusion, a defect requiring the straightening of the teeth, which is important for articulation as well as for comeliness of feature; and cases of non-operative cleft palate requiring special appliances. People rarely realize how miserable is the life of an adult who has a cleft of the palate that cannot be operated upon. Although we have splendid institutions for the insane, the feeble-minded, the blind, the deaf and the dumb, there was no place prior to the establishment of this clinic where a patient suffering from a cleft of the palate, and who was too poor to pay the prices charged for private work, could go and have a special appliance (obturator) made in order to get rid of such a terrible handicap as trying to talk with no roof to his mouth. At the clinic all such cases are properly taken care of, obturators are made, teeth are straightened and at the same time normal speech is instituted.

Besides treating patients suffering from such defects as stuttering, stammering, lisping, agitophasia, audimutetas, mutism, etc., the clinic takes care of patients suffering from abnormal voice con-

ditions, such as aphonia, hypophonia, falsetto voice and others. Everyone at some time or other has met a person who speaks in a high, shrill falsetto. Such patients wander around and do not know where to go for treatment. Since the clinic has been opened a great many have been treated and their voices changed to the normal register.

We have found that the social service phase of the work carried out by the clinic is of utmost importance for the attainment of desired results. The family and personal history give the director a clue to the general status of the patient. After a patient has attended the clinic and has become acclimated to the conditions found, a heart-to-heart talk with the director is had. The results are amazing. We all possess undiscovered gifts. Life's conflicts, especially to those suffering from defective speech, are so tremendous and severe that these gifts are starved out. Though the soil is fertile and the seed fell there, unfortunately appalling surroundings and personal conditions did not allow it to develop.

Most of those suffering from speech defects are highly strung or sensitively organized. They are emotional, temperamental and easily influenced. If nothing is done to help them to establish mental stability, what is the result? They help to recruit our vast army of truants, delinquents, vagrants and gangsters. From a weak, good-natured individual is evolved one with tendencies toward criminality. Think what it must be during the storm and stress of adolescence, to be in dread of making oneself absurd; to be cut off from spontaneous, normal social life; to be always seeking a cure and to find only "the hope long deferred that maketh the heart sick." No wonder many a stutterer who begins life wholesome-minded and normal as any of us turns crabbed and misanthropic under his torment and breaks down nervously at the end.

It is wonderful when someone has the large-heartedness to dig down to the bottom of us, to find the treasure there and tell us what to do with it, and at the same time to keep up belief in us till belief is justified. We are always making

the mistake of undervaluing the possibilities of those we meet. In the history of the world the voyage of discovery has proved very profitable. We find it equally profitable when delving into the life history of our patients. Obstacles that appear insurmountable melt away. A little boost when one is slipping, a suggestion, a push when weak or in doubt, saves the day many a time. A talk on indifference, on personal energy, an explanation in simple words of the pathological condition present, the futility of searching for magical help, always promotes better understanding. Hard work and constant application are essential to overcome handicaps, hopelessness and discouragement. An infusion of the spirit of sympathy and optimism, of good-fellowship and helpfulness, of praise and encouragement, is prolific in results.

To foster that spirit, our Ephphatha Club has proved invaluable. Investigations showed that social life was practically an unknown quantity to our patients. They complained that if they could only meet people and talk and associate with them the way other folks do they would be forever happy and could bear their cross of affliction. It's the same old story over again—our association with our fellow-men is the big thing in life after all.

On taking up treatment at the clinic one automatically becomes a member of the Ephphatha Club. The adults belong to the Senior Ephphatha Club and the children to the Junior. The members hold regular debates on the topics of the day, lectures are given by members and outsiders, discussions and divers other things occur in which the principal objective is the attainment of normal speech. A step further toward social life was gained when the club gave a sociable, in other words, a regular old-fashioned party—music, dancing, recitations, pink lemonade and ice cream. All that is necessary to say about the success of our parties is that when the first one was over one of our patients, an American thirty-eight years old, came to the director and told him that it was the first party he ever attended, for stuttering since childhood, no one was ever in-

terested enough in him to make him do something he was always afraid to do, mingle socially. This is hardly conceivable to the uninitiated. However, when one considers that attempts at speech are an embarrassment both for the speaker and listener and this torment has been constantly present for a long period of time, it is readily understood why these sufferers lead a hopeless life. The Eph-

phatha Club, which is a branch of the clinic's social service, has turned out to be a great benefactor to its members.

In conclusion, it seems that the time is not far distant when every community of a hundred thousand inhabitants or more will have a defective speech clinic conducted along the lines just illustrated. The economic law of supply and demand definitely points in that direction.

THE USE OF THE LIBRARY IN ENGLISH WORK

Helen R. McCann, Free Academy, Utica

MY feelings, were I deprived of my right hand, would be similar to those that I should entertain if I were compelled to teach English without access to a well equipped library. The withdrawal of library privileges would be a handicap extremely difficult for me to encounter in attempting to accomplish any degree of success in the teaching of English. For many years we have had a beautiful public library, splendidly equipped and directed, and for the past ten months, a high school library that is rapidly developing into a model one. With these two resources at my disposal I realize that I am particularly fortunate.

Since our school library is of recent growth, I will first outline the use that I have made of the public library. Miss Underhill, librarian of the public library, and her assistant have left no stone unturned in making the path of the English teacher in our city a smooth one. They have ever been ready to co-operate with us and to encourage us to use the library. Personally I feel that the inspiration for my work that I have gained from visits to the library has been unlimited because of the stimulating and uplifting atmosphere that pervades the entire building.

That pupils might come under the influence of that atmosphere and at the same time improve their knowledge of English, it has been my purpose to have them use reference books there frequently. For arousing and maintaining interest in an English classic, I have given the reference librarian in the public library a list of suitable books that she might reserve them for a limited time on a definite shelf in the reading room and

then have posted a similar list in the class room. In fourth year English I have introduced in this way informal essays to a class as an incentive for the careful study of the formal "Essay on Burns." Invariably I have found that pupils who had read with pleasure such essays as "Adventures in Contentment," "Fisherman's Luck," or "The Gentle Reader" have pursued with profit the intensive study of Carlyle.

The benefit derived from such supplementary reading may be carried over into theme work, for pupils seem to imitate easily the style of the informal essay. One of the best collections of compositions I have ever examined was handed in by a class that had just completed the required reading of informal essays. When one of the girls read her essay, in which she gave her views on fishing, she held the members of her class, especially the boys, spellbound. "I never believed girls understood how to fish until I heard Mary Carpenter give her views on the subject. She certainly understands the game," said an experienced fisherman after class. Such themes generally possess spontaneity and charm not often found in the written work of pupils.

If time permits after completing the study of "Macbeth," each member of the class reads a modern drama. Again the indispensable reference librarian reserves copies of specified modern dramas for us. In written reports of this reading pupils have outlined briefly the plot of the drama and have given comparisons of the modern drama with "Macbeth" such as those noted in the life problems presented, the plots, the stage directions, the dramatic conventions, and the uses of

prose. I have noticed that the reading and discussion of modern dramas not only have made pupils interested in some of the best modern dramas but have increased their interest in "Macbeth." They have come to realize that the life problems of to-day are not very different from those of Macbeth's time and that the moral weaknesses displayed in the principal characters in "The Servant in the House" were common to those in "Macbeth." Very plainly then they see that human nature is the same to-day as it was in the eleventh century and make their own comparisons between the unrestrained ambitions of a Kaiser and those of Macbeth.

For the past four years I have used in the first term of fourth year English classes, for one of my supplementary reading assignments, a vocational bibliography in the form of an attractive book list, "Choosing a Career," furnished us by the librarian of our public library. Pupils have found practical help in deciding upon their future life work from the books, and the timely suggestions, such as, "The secret of success in life is for a man to be ready for his opportunity when it comes."

In taking imaginary journeys to authors' homes we have drawn upon the library for guidebooks, maps, pictures, and books of travel. One of the oral assignments that I sometimes give to a class in the first term of the third year is a trip to Stratford. Pupils planning this trip have found in the public library the Baedeker guidebooks, the Mentor pictures of Shakespeare's birthplace, Trinity church, the grammar school, and other famous buildings in Stratford, and books that clearly describe the life in Stratford and the principal places there. Conductors of parties have found so much material in the library to aid them in taking these fancied trips that many of the accounts of the tourists have been very realistic.

In the teachers' room of the public library there is a file of pictures that I have found invaluable. Pictures of authors, of scenes connected with their lives, or of scenes and places mentioned or described in the texts that we have studied, have done much in creating in-

terest for the classics. Last spring when I showed a class pictures of scenes of "Macbeth" as it was realistically presented by M. and Mme. Maeterlinck at their residence, the Abbey of St. Wandrille, the pupils were so interested in the appropriate settings that different parts of the abbey furnished for various scenes that they were eager to suggest possible ones in our own school building and city. These pictures of scenes "lived" in various part of the old abbey did much in stimulating the imagination of the pupils and in making them appreciate the atmosphere of different scenes.

In preparing debates, in looking up current topics, and in many other ways we have used the public library freely, but now, because of its accessibility and equipment we are inclined to resort more to our school library, which had been used as a recitation room during the transitional period when an addition to our building was being constructed. Miss Stebbins, our school librarian, who came to us last January, had previously been the teachers' librarian in the public library and consequently knew our needs. Soon after her arrival the former library was enlarged and antiquated books were removed from the shelves to be replaced by English classics in attractive bindings and by current periodicals. During the summer the walls were tinted a pretty buff to harmonize with the new Library Bureau furniture, and a few potted plants were added, so that now our library is a very inviting room to which pupils enjoy going.

Miss Stebbins has procured for us many necessary reference books and in some cases many copies of the same book. Last term, by request, she placed upon the shelves twenty copies of "Democracy To-day" to be used as supplementary reading for fourth year English classes that had studied Washington's "Farewell Address" and Webster's "Bunker Hill Oration." Thus it has been possible for pupils to become acquainted with great speeches that portray American ideals and traditions.

I am also indebted to our librarian for valuable instruction that she gave us last term. She invited each of my classes to

spend a period with her in the library, the period used regularly for English. During this time she explained the proper care of books by showing how books were made, how they should be opened, and how places in them might be marked without injury to the books. She named the printed parts of a book and carefully gave the purpose of each part. She made clear the use of unabridged dictionaries and encyclopaedias and pointed out important uses of our valuable reference books, such as books of synonyms, quotations, and literary allusions, the World Almanac, and the reader's guide to periodical literature. Lastly she explained how books were classified on the shelves according to the Dewey decimal system and called the attention of the pupils to a card fastened to the wall, containing in large letters the following words: "A library is like a city of ten avenues. Each avenue is given for its name a hundred-number corresponding to each of the ten classes of books." The name of each of the ten classes was printed underneath the above statement so that the explanation of the arrangement of books was easily understood. At the end of the period the pupils in some classes had time enough to put into use the information they had gained by finding certain books.

This period in the library was the basis of written themes, which were very enlightening and interesting to read. In the reports, friendly letters, or editorials regarding the period, which I had assigned to different classes, I found such remarks as the following: "I hope Miss Stebbins will give us another talk about books; I learned much about them yesterday that will help me when I leave school." "It will be easy for me to find books in the library now, for I know how they are arranged."

Whenever we need reference books that we do not have in the school library, Miss Stebbins obtains a deposit library; she sends to the public library for the desired books and places them in our library for pupils to use just as they use our own books. In this way pupils may borrow these reference books in school during study periods or may draw them for home use without having to spend time in going to the public library.

Although our school library is in its infancy, I wonder now how we ever managed our English work without it. That it is appreciated by pupils is evidenced by the numbers registered there each period to avail themselves of its privileges. The only regret that I have is that it can accommodate only seventy-two pupils at one time, for I believe that the influence of a library like ours upon pupils should not be restricted. Here they have the opportunity to read good books and periodicals and to become familiar with the resources of a library. Opportunities like these make for the future success of our pupils.

This thought was enforced once more upon my mind a short time ago by an article that I read in the "Utica Daily Press." The article, written by Mr. Raymond S. Spears, a writer who lives in a neighboring city, was a tribute to a man of marked literary ability, Mr. William Irving Walter, who died in an almshouse. The words in that eulogy that were significant to me were, "When our schools teach our children to know where to obtain information on any point raised, it will be possible for a William Irving Walter to grow up and use the years of his life according to his ability. They have spelling contests, but not adequate lessons in how to use the dictionary; they train children to walk backwards into the future, and not with their eyes front."

Not all of our pupils will become writers, but every one of them will have the need to use dictionaries and general reference books. Every one must use words. In these history-making days the power of words has been impressed upon us more than ever before. As Charles R. Kennedy has said, "All the things that ever get done in the world, good or bad, are done by words." Every pupil is entitled, as a part of his equipment, to the knowledge of the use of such tools as dictionaries and reference books. Mr. Spears' criticism applied to many public schools of the past generation, but thanks to a growing conviction of the need of good school libraries, it applies less and less each year to our schools. It is our patriotic duty to see that the time shall rapidly approach when it no longer applies to any New York state school.

THE ENGLISH LANGUAGE—ITS NEW IMPORTANCE AND UNIVERSALITY

H. C. Johnson, Superintendent of Schools, Ogden, Utah

THE new importance of the English Language and its universality is a broad question. It is possible for me to make only brief mention of its importance and to discuss in an outline form the teaching of the English language and the place of foreign languages in our schools, both elementary and secondary.

The war has taught us many things. Among others, a frank recognition that the English language is one of the grandest languages on earth. We have nothing to apologize for in our English speech. In every field English is the language of simplicity, directness, effectiveness, achievement. English says, "Use words for what they mean, and no arbitrary inflections of grammar shall stand in your way." The simplicity of the English language is its glory and is the steady evolution of fifteen hundred years in cutting away, throwing off whatever complications stood in the way of effectiveness.

Our language is growing. The changes made are the essence of evidence of life and growth, hence we may be confident that its future modifications will be no retrogression to formality and complexity but an onward movement of symmetrical development of simplicity which has already made it such a power among the languages of the earth.

English utterances sprang into being as the result of a people's growth. Our language embodies the thoughts and deeds of inspired leaders, and has been and will be still more so from now on the motive power and inspiration for a larger and larger part of the people of the world.

We must awake in our teaching of English, both in the elementary and High School, to the grandeur of the English language. Our whole literature when properly studied will accomplish results which have never been attained by any other tongue.

We have been too easily content in our teaching to accept superficial understanding of English. From now on we

must make every pupil recognize our language as an instrument of exactness which will reveal all the finer shades of thought. We must place special emphasis in our teaching on correct expression, clear sentence structure, thorough understanding of the meaning of words and the great value of our language to reveal all the finer shades of thought.

The perpetual reading of good books and much writing will help to arouse an interest in our great mother tongue. Make students feel that not only are ideas valuable, but the way in which ideas are expressed is also valuable. Shakespeare is great not only because he said wonderful things, but also because he said these things in so remarkable a way.

At the present time of our history we must recognize the importance of the English language to give us the thrill of grand ideals and enthusiasm. We need the inspiration that can come only to the individual who has been taught to feel and understand the power in which great thoughts have been expressed as stated by Fernald, "As you read a great poem, oration, drama, history, or essay, the bigness of life grows upon you—the majesty of mighty men and the administration of a nation, the wonderful power of human affection and devotion, courage and resolve, ambition and self sacrifice. You begin to translate all into terms of the present, and the present grows nobler before your very eyes. Undreamed of possibilities of grandeur rise upon your thought; you are more because you have felt the magic power of grand and beautiful thought embodied in a noble, flexible, and richly expressed speech."

The English language has become the most nearly universal of all tongues. It is not only the natural speech of Englishmen, Scots, and most of the Irish and Welsh; it is not only the tongue of the British Dominion, it is also the chief language of trade throughout the world. This is caused by the fact that of all languages English is the easiest to learn

for practical purposes. It is not the easiest to speak correctly; but a foreigner can learn to get on satisfactorily in English sooner than in any other language.

The simplicity of English is entirely a matter of grammar. English has almost no inflections, almost no endings, and endings are the most difficult feature of other languages. A sufficient vocabulary of English words is all that concerns the foreigner to get on in his vocation. In most other languages one must know the system of endings as well in order to make one's self understood.

English, therefore, is the natural language of commerce, because any people can learn a sufficient stock of English words. The speech used by the Chinese in dealing with other peoples in trade, known as "pidgin English," is an example of this.

We need have little concern about making English universal. It is now the language of commerce, culture, and diplomacy in a large part of the world. Any attempt to browbeat, bully, or coax other peoples into speaking a tongue not their own is in itself an act of Prussianism. If English ought to win out, it will; but I should feel no pride in seeing our own language needlessly crowd others out.

May I add that one of the best things the school can do to further the use of English as an international language is to get solidly back of the simplified spelling movement? From the foreigner's as well as the school teacher's point of view the worst thing about the English language is its spelling.

In response to a questionnaire sent to fifty heads of English Departments in different colleges and universities of the United States I received answers which state that there can be no doubt that the result of the war will have a strong influence toward extending the English language throughout the world. Its use will be extended by the process of social evolution, and cannot be brought about by legislation or resolution.

THE STUDY OF ENGLISH IN THE SCHOOLS.

English should by law be made the only language of instruction in all schools, public or private or parochial, in our land, and it should be the only language required in the grades, the high school, and the higher institutions of learning. It should be mandatory for the high school to graduate its students and for colleges and universities to grant a Bachelor's degree without any foreign languages whatsoever.

Professor C. R. Bakersville, speaking for the Department of English in the University of Chicago, says, "We should favor a programme of having all instruction in the United States conducted in the English language."

Dr. Bolton, Dean of the Department of Education in the University of Washington, says, "I am unqualifiedly in favor of requiring only the English language in our American schools. That applies to the grades, the high school, and higher institutions of learning."

President Seerley, Iowa State Teacher's College, says, "The English language should be the national language of the United States, and all its schools, public and private, should be conducted in that language exclusively."

It is also clearly stated by many of the fifty educators addressed that we can have the English language taught with more effectiveness in the grades and high school. My study leads me to think that it our task to improve our methods of teaching English rather than to take time for it that belongs to other subjects.

It should be taught in such a way that our high school graduates have not only a complete mastery in using our language, but that they are proud of our great literature and of the noble history of our tongue. When they begin to feel that English is their mother speech, in which is found a great literature, then they will take a pride in becoming masters of English.

We must make our English teaching more definite in its aim and more and more systematic in its organization. Pupils who spend four years in high

school at the present time do not come out with as much definite knowledge, skill, interest, and taste as they should. We must do more constructive supervision through definite outlines on specific topics and by planning comprehensive courses. To make the teaching effective supervisors must work out illustrative material as a guide for teachers. We have left the selection of topics in composition and choice of books too much to the caprice of untrained teachers, on the one hand, or to the tyranny of college entrance examinations on the other. The teaching of composition and literature must be put on a distinctly social basis, serving a definite purpose in the life of the pupil at the time he pursues the subject.

We must plan on a complete restatement of the course in English from the first grade up, basing the work more on actual life experiences, allowing the child to work out larger unit topics.

A questionnaire sent out to 150 cities west of the Mississippi river with populations of from 10,000 to 40,000 brought 130 answers. In answer to the question "What changes have been made in the English course since the war?" the following were given: Emphasis on oral work, patriotic work, magazine study, composition; less technical grammar; debating; applied English; war speeches; time doubled in seventh and eighth grades; concentration on essentials, spelling; American literature; separation of composition and literature; public speaking, etc. A large, comprehensive plan of reconstructing the course as a whole was lacking. It simply indicated that disconnected additions have been made to the present course.

In 26 cities more emphasis is given to English than before the war; 28 cities give more emphasis to History and 32 to Civics.

Current topics, thrift courses, American History and Civics required, and use of government literature constitute the added work.

FOREIGN LANGUAGES IN THE SCHOOLS.

Of especial interest as a war and reconstruction measure is the place of foreign languages in elementary and sec-

ondary schools. The 130 cities reported on the question "What languages other than English are taught in the senior high school?" as follows: Latin 81. French 94, Spanish 90, German 8, Greek 2.

In junior high schools: Latin 23, French 23, Spanish 14. Two cities offer one foreign language in the grades.

Answers to the question "Changes since the war began:" German has been dropped in 80 cities, Spanish substituted for German in 11 cities, French in 24, Latin in 1. These changes were demanded, the answers stated, by public sentiment in 34 cities, by Superintendents and Boards of Education in 10, by Council of Defense in 9, by State Board of Education in 9, by law in 1, no demand from students for German in 8 cities.

The 130 schools were practically unanimous that foreign languages should be offered as an elective in high schools but should not be offered at all in the grades.

The answers to this same question in the 50 letters sent to colleges and universities agree that foreign languages should be an elective in the senior high school. Some recommend it as an elective in junior high school. Dr. Snedden says that only one foreign language should be offered in the high school course. They all emphatically state it should not be given in the grades.

This point seems worthy of special emphasis to me. In the period of a child's life when he is attending the grades he should not be allowed to do anything that might weaken his Americanism. Besides during that period of his life he should pay more attention to his own tongue if he is to speak it well. How many people speak English poorly all through life because they spent time on foreign languages when they should have been perfecting themselves in English.

Such arguments as these are given for offering it in the high school:

"The study of a people's language is perhaps the surest means of understanding that people's character and civilization and of counteracting the natural

tendency to provincialism and of furthering a healthy internationalism."

"It is indispensable to the real understanding of one's own language."

"Eliminating foreign languages from high school would be deplorable."

"It would be a peculiar way to react toward the present closer international relation with France."

"Foreign languages are apt to be studied more rather than less in America."

"Nothing can be found in my opinion to take the place of Latin and of French to arouse and to quicken language sense in which students are sometimes lacking. Americans are not linguistic, so interest in foreign languages will do much to stir up interest in English."

"The teaching of foreign languages should be through the English system."

"We need to communicate with other countries, hence we encourage other languages."

"I have no sympathy with the movement to exclude German from secondary schools as a sort of reprisal for the conduct of Germany in the war, nor do I believe that such a movement will find favor broadly among good Americans. The question is solely on utilitarian and cultural grounds, not on prejudice or

passion," says Robert Herrick of the University of Chicago. Of course it is important that all teachers should be carefully selected and that their Americanism be clearly established.

These reports indicate that foreign languages will be taught only as an elective to the few in our high schools for commercial purposes and for a better understanding of the English language, literature, or social institutions.

May I impress upon you especially that all the answers received, as well as all the literature I have found on the topic, emphatically declare that first and foremost in our programme in elementary and secondary schools must be the teaching of English. All this means that we must restate our courses and improve our methods of teaching, placing stress on the so-called project method. Silent reading will occupy a big part in the new programme, giving pupils better access to our great libraries of knowledge and better appreciation of our beautiful American literature. With this development of greater power to read and through more intensified courses in oral and written composition, students will think effectively, and more fully appreciate the great ideals of our literature.

Provisional Program of Classical Section of New York State Teachers' Association, Albany, November 24-26, 1919

TUESDAY MORNING.

9:00—Executive Committee Meeting.

10:00—Latin Salutatory—Prof. D. B. Durham of Hamilton College.

Latin Response—Miss Mabel V. Root of Catskill.

Address by the President—"Outlook for a Humanistic Awakening After the War"—Prof. George D. Kellogg of Union College.

Paper—"Latin in the Junior High School"—Miss L. A. Johnson of Milne H. S., Albany.

Paper—"Cæsar, Cicero and Pompey"—Prof. G. Lodge of Teachers College.

Paper—"A Note on Freedom"—Prof. John I. Bennett of Union College.

TUESDAY AFTERNOON.

1:30—Business Meeting.

Address—"The Faith That is in Us"—Prof. Duane R. Stewart of Princeton University.

Report on the Classical Reading League—Prof. Allan P. Ball of the College of the City of New York.

Discussion of the New American Classical League—Opened by Prof. Knapp of Barnard College.

Paper—"The College Entrance Requirements in Latin"—Prof. McCrea of Columbia University.

WEDNESDAY MORNING.

Mr. S. Dwight Armes will speak on the new Latin Syllabus and conduct a general discussion and question box. Among others who will speak will be Dr. Vedder, Professor of Thermodynamics in Union College: "High School Science and High School Classics."

ITHACA PUBLIC SCHOOLS

Report to the Board of Education, Ithaca, N. Y., on Atypical Children

ONE of the interesting developments in the study of the "atypical" child in the Ithaca Public Schools is the comparatively common center from which this type of child comes. This common center has been determined by following back from the child to the parent and grandparent and the relation of one group with another which at first seems to be quite independent and unrelated.

One man four generations ago is the ancestor of thirteen (13) mentally defective children now in our schools. He is also the ancestor of seventeen (17) alcoholics, two (2) of whom have court records.

Another man, five generations ago, is the ancestor of nine (9) mentally defective children in our schools, of four (4) mentally defective citizens not in the schools, of thirteen (13) confirmed alcoholics, of six (6) persons having criminal records two of whom have served state prison terms, and of twelve (12) persons who have led immoral lives.

A third man, five generations back, is the ancestor of eleven (11) mentally retarded pupils in our schools. He is also the ancestor of fourteen (14) alcoholics, and three (3) persons with criminal records.

Two women (sisters) three generations ago, are the ancestors of sixteen (16) mentally defective children in our schools. One sister has had eighteen (18) children of whom seven (7) girls are now living and all seven are mental defectives. One son is also mentally defective. Six (6) of these daughters have lived for years with different men and have families. One daughter is now living with her cousin (the son of the mother's sister) so that all the grandchildren are illegitimate. There are six (6) grandchildren born of these cousins.

The other sister had five (5) children. She has seven (7) feeble minded grandchildren. Nine (9) other grandchildren are infants. None of her children have been married.

The descendants of these five people have intermarried until now there are forty-nine (49) mentally defective children in the schools from these five sources. These children cost Ithaca last year approximately \$2,250.00 through the public schools in an attempt to develop the little mentality that is there. Within the next three to five years there will be added from these same sources some thirty more children providing the children now born live and the families remain in town.

BOOK NOTICES

"A Book of Short Stories" for use in High Schools. By Blanche Colton Williams. Cloth, illustrated, xiii-291 pp. Price, \$1.00. D. Appleton & Co., New York and Chicago.

Among many collections of short stories for high school use, this has the advantage of being edited by an experienced teacher of short story writing. Her selections range from Irving to O. Henry, and present several novelties. The notes are suggestive and illuminating.

JOHN R. SLATER,
University of Rochester.

"The Winston Simplified Dictionary." By William D. Lewis and Edgar A. Singer. Cloth, illustrated, xxii-320 pp. Price, 96c., postpaid. The John C. Winston Co., Philadelphia.

This compact and attractive school dictionary is not to be classed with the many abridgments of larger works printed from old plates and made chiefly to sell. It is a new and carefully edited work, introducing several unusual features, and should be carefully examined by school officers considering the adoption of a new dictionary. Clearness of definition is the principal aim. The typography is very clear, all vocabulary words being in 12 point bold face type with the definitions in a smaller but clear face. A history of the language, a pronouncing vocabulary of mythological and classical names, and a dictionary of names and places are among the supplementary material.

JOHN R. SLATER,
University of Rochester.

"How to Pronounce the Names in Shakespeare." By Theodorea Ursula Irvine. Cloth, lviii-387 pp. Price, \$1.25. Hinds, Hayden & Eldredge, Inc., New York.

Even experienced teachers of English are sometimes at a loss how to pronounce some of the proper names in Shakespeare's plays. Miss Irvine's book is a convenient and trustworthy guide to meet this need. Every one of the hundreds of names is here listed with its pronunciation plainly marked. In all doubtful cases the authorities are named. Actual stage traditions of the present day are followed, even when they represent a compromise. Thus, in *As You Like It*, the "melancholy Jaques" is always pronounced Jay-queez on the stage, while the other Jaques, second son of Sir Rowland de Bois, is sometimes the same, but more often Jak or Zhak. The Italian *a* and the long English *a* are somewhat inconsistently used on the stage in Latin and Italian names, but the handbook faithfully reflects this varying usage. It is an invaluable reference book for teachers and school libraries.

JOHN R. SLATER,
University of Rochester.

"Every Day Classics: Seventh and Eighth Readers," the Introduction to Literature. By Franklin T. Baker and Ashley H. Thorndike. Cloth, 415 pp. Price, 72c. The Macmillan Company, New York.

A distinguishing feature of these admirable readers, apart from the judicious selections, is the inclusion of "Helps to Study." These combine information, guidance, stimulus, and material for word-study. The Seventh Reader is devoted to American life and ideals. The Eighth is an introduction to literature, anticipating somewhat the usual work of the first high-school year. The names of the editors are a sufficient guarantee of thoroughness and sound judgment.

JOHN R. SLATER,
University of Rochester.

BOOKS RECEIVED

PERKINS, LUCY FITCH. "The French Twins." Cloth, illustrated, 210 pp. Price, 60c. Houghton Mifflin Company, Boston, New York, Chicago.

SMITH, DAVID E. "Number Stories of Long Ago." Cloth, illustrated, vii-136

pp. Ginn & Company, Boston, New York, Chicago.

FORD, WALTER B. and AMMERMAN, CHARLES. "First Course in Algebra." Cloth, illustrations, xiii-334 pp. Price, \$1.20. The Macmillan Company, New York.

BEST, HARRY. "The Blind." Their Condition and the work being done for them in the United States. Cloth, xxvii-763 pp. Price, \$4.00. The Macmillan Co., New York.

TIDYMAN, WILLARD F. "The Teaching of Spelling." Paper, xi-176 pp. Price, 99c. World Book Company, Yonkers-on-Hudson, N. Y.

WELLS, WEBSTER and HART, WALTER W. "New High School Arithmetic." Academic, Industrial, Commercial. Cloth, charts, 336 pp. Price, \$1.20. D. C. Heath & Co., Boston, New York, Chicago.

CORNEY, EVIE and DORLAND, GEORGE W. "Great Deeds of Great Men." Cloth, illustrated, maps, 242 pp. Price 60c. D. C. Heath & Co., Boston, New York, Chicago.

MCVENN, GERTRUDE E. "Good Manners and Right Conduct." Cloth, illustrated, Book 1, 262 pp. Price, 64c. Book 2, 265 pp. Price, 64c. D. C. Heath & Co., Boston, New York, Chicago.

WEBSTER, HANSON H. "Americanization and Citizenship." Lessons in Community and National Ideals for New Americans. Paper, illustrations, 138 pp. Price, 40. Houghton Mifflin Co., Boston, New York, Chicago.

DUBRULE, NOELIA. "Le Francais Pour Tous." Cloth, illustrated, xxii-270 pp. Price 96c. Ginn & Company, Boston, New York, Chicago.

NORTON, HELEN RICH. "A Textbook on Retail Selling." Cloth, illustrated, xi-283 pp. Price, \$1.20. Ginn & Company, Boston, New York, Chicago.

WENTWORTH, GEORGE and SMITH, DAVID E. "Higher Arithmetic." Cloth, illustrations, 256 pp. Price, \$1.00. Ginn & Company, Boston, New York, Chicago.

DAVIS, ROY. "Practical Exercises in English." Paper, pad of 104 exercises. Price, 52c. Ginn & Company, Boston, New York, Chicago.

Are You Receiving \$1,000 This Year?

If not, an immediate investment of \$2 in the School Bulletin Teachers Agency may still give it to you, as many schools continue to telephone this Agency for candidates for all kinds of places at not less than that amount.

At noon on September 4 a Syracuse graduate without experience was called to our office for an interview with a western New York principal, and within an hour had signed contract for a science position at \$1,000, while another school to which we had during the same morning offered to recommend her was also telephoning us in regard to their position. On the same day a district superintendent offered to take five rural teachers at \$20 a week. The same afternoon the president of the Board in a northern New York town telephoned, asking if we could furnish a teacher of physical training and 1st year high school work. On Sept. 5 we recommended by telephone a graduate of the Skidmore School of Arts, with a half year's experience, and at 8 o'clock in the evening the principal telephoned us that she had been appointed at \$1,000.

On August 14 a graduate of the Fredonia Normal with six years experience registered with us for an 8th grade position. On August 25th we recommended her for such a position on Long Island at \$1,000, and on September 3d the superintendent wrote us of her appointment.

A candidate trained at the Massachusetts Agricultural College for special work in science has kept registered with us for several seasons, and we have just placed her in a New Jersey high school at \$1,500, her first two positions, both of which we secured for her, having paid \$750 and \$1,200 respectively.

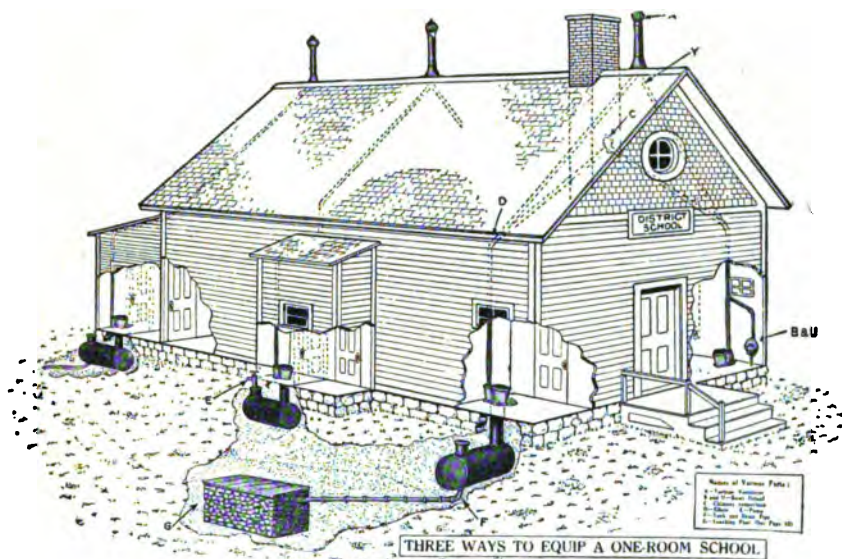
Is \$2 a year too large an investment for such returns?

The School Bulletin Teachers Agency

C. W. BARDEEN, Syracuse, N. Y.

Kaustine

TOILET SYSTEMS



Provide Sanitary Disposal of Sewage

They are endorsed by Health Authorities everywhere. They are easily installed because no water or sewer is needed.

Write to
KAUSTINE COMPANY, Inc., Buffalo, N. Y.
for full particulars

ALSO MANUFACTURERS OF SEPTIC TANKS

Before Purchasing SCHOOL FURNITURE

Do not fail to send for our catalog and prices of

Movable Chair Desks

Tablet Arm Chairs

Combination Desks

Auditorium Chairs

Teachers' Desks

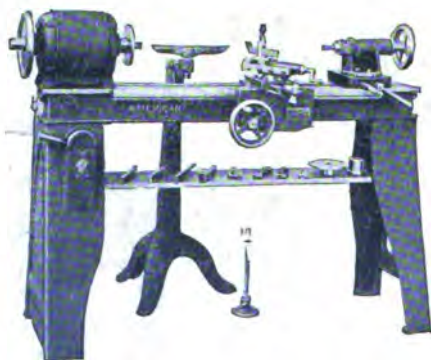
Portable Folding Chairs

"EMPIRE" furniture means QUALITY

EMPIRE SEATING COMPANY, Inc.

430 East Main Street, Rochester, N. Y.

American Woodworking Machines FOR VOCATIONAL SCHOOLS



American 12-in. Speed Lathe

The American Woodworking Machinery Company pioneered the way for the teaching of wood-working in schools long before the Smith-Hughes Law became effective, giving federal aid to the various states. In the early day of Manual Training, American Woodworking machines were factors in making woodworking courses successful. Because of the service rendered and the high standard of quality maintained, American Woodworking Machines are the most satisfactory for vocational schools.

USED NATIONALLY

American Woodworking Machines are in use in all the leading furniture factories and cabinet shops in the country—where machines are bought on a large scale—where price is of minor or secondary importance.

IN SCHOOLS

If there is any place where the very best tools should be used it is in the vocational schools. Do not buy cheap machines poorly constructed and inefficiently guarded. "The

A New Catalog

We have just completed our new illustrated catalog of complete line of woodworking machines. "

American Woodworking Machinery Company,

Please mention the "Journal" when corresponding with advertiser.

Digitized by Google

The Journal

of the New York State
Teachers' Association



Published Monthly at Rochester by
The New York State Teachers' Association

November, 1919

The Journal

of the New York State Teachers' Association

Entered as second-class matter at the Post Office, Rochester, N. Y., February 17, 1914. Acceptance for mailing at special rate of postage provided for in section 1103, Act of October 3, 1917, authorized September 12, 1918.

Published monthly by the New York State Teachers' Association on the 15th day of January, February, March, April, May, June, October and November, at 5 South Water Street, Rochester, N. Y.; A. G. BROOKS, Publisher.

EDITORIAL COMMITTEE: GEORGE M. FORBES, University of Rochester; GEORGE P. BRISTOL, Cornell University, Ithaca; RICHARD A. SEARING, North Tonawanda.

CHANGE OF ADDRESS. Members of the Association and subscribers should notify the Secretary, Richard A. Searing, North Tonawanda, promptly of any change of address.

COMMUNICATIONS should be addressed to the Secretary, Richard A. Searing, North Tonawanda.

SUBSCRIPTION PRICE for the JOURNAL to all who are not members of the New York State Teachers' Association is \$1.50 per year, eight issues. Postage is prepaid.

ADVERTISING. Application for advertising space and rates should be made to the Publisher, A. G. Brooks, 5 South Water Street, Rochester.

NEW YORK STATE TEACHERS' ASSOCIATION

Officers, Nineteen Hundred Nineteen

President—JUDSON S. WRIGHT, Falconer.

Vice-President—H. D. DE GROAT, Cortland.

Secretary—RICHARD A. SEARING, North Tonawanda.

Treasurer—W. H. BENEDICT, Elmira.

Executive Committee: Terms expire in 1919—DR. A. C. THOMPSON, Brockport; HOWARD G. BURDGE, Wellsville. Terms expire in 1920—MRS. ROSE MINNICK, Glens Falls; C. EDWARD JONES, Albany. Terms expire in 1921—DR. H. S. WEET, Rochester; W. E. PIERCE, East Aurora.

Ex-Officio Members—President JUDSON S. WRIGHT, Secretary RICHARD A. SEARING, Treasurer W. H. BENEDICT.

Committee on Legislation—Chairman, JOHN A. DE CAMP, Utica; DANIEL J. KELLY, Binghamton; DR. A. R. BRUBACHER, Albany; DR. C. EDWARD JONES, Albany; MRS. ROSE MINNICK, Glens Falls.

Committee on Teachers' Welfare—Chairman, DR. THOMAS D. WOOD, Columbia University, New York City; DR. CLINTON MCCORD, Albany; HENRY D. HERVEY, Auburn; MISS SOPHIE BECKER, Buffalo; MISS MABEL SIMPSON, Rochester; MRS. DOROTHY CONNOLLY, Jamestown; SUPT. L. W. SWAIN, Westfield; DR. A. R. BRUBACHER, Albany; EDWARD F. BROWN, New York City.

Special Committee on Teachers' Pensions—DR. A. R. BRUBACHER, Chairman, Albany; SUPT. RAY P. SNYDER, New York Mills; MISS ADA M. BAKER, North Tonawanda.

SECTION CHAIRMEN—1919

Classical Section—Pres., GEORGE D. KELLOGG, Union College, Schenectady; *Commercial*—Pres., G. M. YORK, State College for Teachers, Albany; *Elocution*—Pres., H. M. TILROE, Syracuse University; *English*—Pres., A. B. SIAS, West High School, Rochester; *Evening Schools and Americanization (Evening School and Immigrant Education Sections combined)*—Pres., W. C. SMITH, State Education Dept., Albany; *Fine, Industrial and Household Arts*—HARRY W. JACOBS, Buffalo; (a) *Fine Arts*—Vice-Pres., EUNICE PERRINE, State College for Teachers, Albany; (b) *Household Arts*, Vice-Pres., MARION VAN LIEW, State College for Teachers, Albany; (c) *Industrial Arts*—Vice-Pres., ALFRED BINGHAM, 192 Waverly St., Buffalo; STEWART F. BALL, Buffalo; *History Association*—Pres., EDWARD P. SMITH, High School, North Tonawanda; *The New York State School Hygiene and Physical Education Association, meeting as a section of the New York State Teachers' Association*—Pres., LAWRENCE S. HILL, 815 Myrtle Ave., Albany; *Kindergarten*—Pres., LUELLA A. PALMER, 123rd St., New York City; *Library Section*—Pres., ALLEN ABBOTT, Columbia University, New York City; *Mathematics*—Pres., E. E. ARNOLD, State Education Dept., Albany; *Modern Language Association*—Pres., DR. JONAS NEW YORK CITY; *Music*—Pres., MISS EMMA J. DEVENDORF, Canandaigua; *Normal and Training School*—Pres., GRANVILLE B. JEFFERS, President, Training School, Schenectady; *Penmanship*—Pres., ALICE E. BENBOW, Schenectady; *Primary*—Pres., J. T. Canandaigua; *Rural School*—Pres., SUPT. M. B. FURMAN, East Rochester, 2nd St., East Rochester; *Science of New York State Council of Elementary School Principals and Teachers*—Pres., NATHAN WEST, School No. 6, Rochester; *Science Section*—Pres., B. O. BURGIN, Albany High School; *Administration*—Pres., CHARLES S. WILLIAMS, Hudson; *Subnormal and Backward Child*; LEILA MARTIN, Dept. of Education, Rochester; *N. Y. State Science Teachers' Association*—Pres. A. CARPENTER, West High School, Rochester; Sec. Treas., E. E. FORD, West High School, Rochester.

**Prepared by a New York State Man to Meet
New York State Conditions**

ELEMENTARY BIOLOGY

By B. C. GRUENBERG, *Julia Richman High
School, New York, N. Y.*

"Applied biology saves hundreds of thousands of lives." This is the keynote of the new textbook "Elementary Biology." This book is decidedly different from the previously published elementary biologies. It introduces the pupil to the world of living things not only from the point of view of modern science but from the point of view of sociology as well. It impresses the great economic importance of plant and animal products. Principles are developed and immediately applied, and these applications are taught in terms of human welfare, so that the relation of the individual to the community and the race is constantly emphasized.

Written particularly for the first or second year of the high school, it deals with the world of life as a whole, offering a unified course which avoids the specialists' divisions into botany, zoölogy, et cetera.

GRUENBERG'S MANUAL OF SUGGESTIONS FOR TEACHERS to accompany the "Elementary Biology," as well as offering aid for organizing instruction material, providing lists of reference books, et cetera, outlines simple experiments.

GINN AND COMPANY

70 FIFTH AVENUE



NEW YORK

The Federal Board for Vocational Education

in Bulletin No. 34, Commercial Series No. 3, recommends the teaching of economics in all commercial and stenographic high school courses—for both boys and girls.

Leading educators everywhere are placing great emphasis on the teaching of economics in our secondary schools. The subject has been brought from the realm of the college to that of the high school by

An Introduction to Economics

*By Graham A. Laing,
formerly Professor of Economics and History,
University of California*

The unanimous opinion of those that have read this book is that no other text on the subject equals it

- In simplicity of style*
- In comprehensiveness*
- In the treatment of modern economic subjects*
- In its appeal to boys and girls of high school age*

You can help in the movement toward **better citizenship** by making economics a permanent part of your high school curriculum.

**Order a sample copy of this book now
and get ready for the next term**

THE GREGG PUBLISHING COMPANY

NEW YORK

CHICAGO

BOSTON

SAN FRANCISCO

LIVERPOOL

Three Notable New Books

THRIFT

The teaching of thrift is an important duty in the schools. *The Thrift Series* for primary grades, prepared by Miss Annie E. Moore of Teachers College, provides attractive supplementary reading in which also thrift is taught. The first book of the series, intended for use in the first grade, second semester, is now ready. It is called *Pennies and Plans*; the list price is 60 cents.

DEMOCRACY

A new text-book for Americanization is published this month—*Lessons in Democracy*, by Moley and Cook. It presents to the foreign-born the essential facts of American history, government, and economic life. It teaches that America means cooperation.

HISTORY

History Stories for Primary Grades, by John W. Wayland, provides interesting reading for the children of the second and third grades, in stories that may also be told by the teachers to younger children.

THE MACMILLAN COMPANY, 64-66 Fifth Avenue, NEW YORK

"AFTER THE WAR EDITION"

Elementary American History and Government

By WOODBURN AND MORAN

Practically a new book. Written from the new point of view. Complete to the signing of the Treaty. Full treatment of the War and problems of the New Reconstruction. New emphasis on international problems. New maps. New illustrations. Seventh and Eighth years. \$1.20.

INTRODUCTION TO AMERICAN HISTORY

By WOODBURN AND MORAN

Tells the story of America's European beginnings in language that sixth year pupils can understand. A new type of book to meet the new requirements. 90 cents.

ALEXANDER'S NEW SPELLING BOOK

A spelling book with an inspiring newness. Practical word list, regular systematic reviews, dictionary drills, word building, etc. Makes spelling lessons interesting. Complete. Grades 3 to 8. 44 cents. Also in parts.

LONGMANS, GREEN & CO., Publishers. NEW YORK: 449 Fourth Ave.

The Ten Eyck

Albany, N. Y.

*Provides the necessary
Facilities for the proper
Entertainment of Guests*

*Meets the exacting demands
Of a wide variety of Visitors
With equal satisfaction to all
And without discrimination*

*400 well equipped rooms—most
Of them with bath—modern
In every respect.*

*Ample restaurant accommodations,
Including:
Grill—with Club Breakfasts,
Table d'Hote Luncheons and
Supper dancing;
Main Restaurant—with A la Carte
Service and music;
Tea Room—for afternoon
Service and dancing;
Garden, sixteenth floor—for
Banquet and convention service
In winter and Restaurant service
With musical entertainment and
Dancing in summer*

*Splendid service and
Cuisine throughout*



A HISTORY OF THE UNITED STATES



REUBEN GOLD THWAITES, LL.D.

By

CALVIN NOYES KENDALL, LL.D.

REVISED EDITION. Maps, Illustrations. \$1.30. Postpaid.

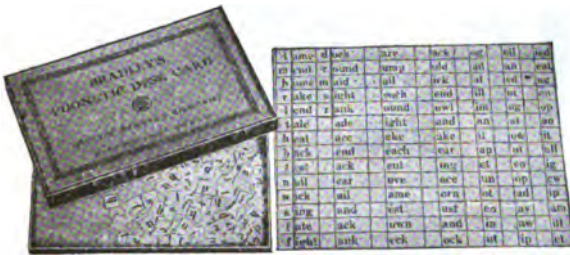
The REVISED EDITION brings the text to March 5, 1919, when President Wilson sailed to resume his place at the Peace Conference. There are nearly fifty maps from "The One which Columbus Used" to one showing the Battle Line on the Western Front, June, 1918. The chapters on the Period of National Development (115 pages) and on National Expansion (87 pages) give the student a bird's-eye view of recent American history. The text is supplemented by a number of pages of unusually helpful suggestions on the teaching of history in elementary grades by Dr. Kendall.

HOUGHTON MIFFLIN COMPANY

Boston

New York

Chicago



A Great Aid in Teaching Phonetics

BRADLEY'S PHONETIC DESK CARD

This device is designed for review work in phonetics, and should be placed before pupils after they have mastered the simple phonograms and consonants. The phonograms are printed on the card for the sake of convenience in handling and the consonants are cut in small squares to fit a blank space to the left of each phonogram. The pupil takes the consonant and places it in the blank space before a phonogram, which, together with the consonant, completes the word.

The teacher can determine at a glance the individual child's knowledge of phonetics by noting the results of his efforts to make complete words on his card.

The card offers several hundred possible combinations and covers the simple phonetic words taught during the first stages of the development of reading. Put up in durable box.

PRICE, PER BOX, \$0.20; MAILING WEIGHT, 7 OZ.

MILTON BRADLEY COMPANY, SPRINGFIELD, MASS.

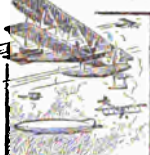
New Words

Every teacher should be up to date and know the new words and how to pronounce them.



GREAT WAR

fourth arm
camouflage
calibrate
blighty



AIRCRAFT

empennage
backswept
Albatros
squadron



AUTOMOBILE

convertible
crank case
landaulet
cyclecar

"The Supreme Authority,"

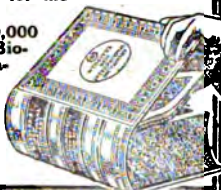
WEBSTER'S NEW INTERNATIONAL DICTIONARY

contains answers to questions about these new words and hundreds of thousands of other words. Where else is this information to be found? Ask for the Merriam Webster.

400,000 Vocabulary Terms. 30,000
Geographical Subjects. 12,000 Bio-
graphical Entries. 6,000 Illustra-
tions and 2,700 Pages.

WRITE for Free Booklets to Teachers:
"What Fun to Play Merriam-Diction-
ary Games," "Unlocks the Door,"
"Dog-Day Club."

G. & C. MERRIAM CO.
Springfield, Mass., U. S. A.



THE WELLINGTON

136 State Street

ALBANY, N. Y.

Near State Buildings

Quiet, Well-Ventilated Rooms,
Overlooking the Hudson Valley

Rates \$1.50 to \$4.00

RUNNING WATER IN ALL ROOMS

BATHS AND SHOWERS

Projection Apparatus

has become a necessary adjunct to instruction. Pictures shown and explained illustrating the topic under consideration help to visualize and understand. There is no

real understanding without visualization. The pupil must see with his "mind's eye" before he can really understand.

Despite of the excellent state service in the furnishing of lantern slides, a school system comes to have a considerable collection of its own. One of the difficulties of these gradually accumulating slides is to have them so classified and filed as to be readily accessible when wanted again.

Professor George S. Moler of Cornell University has solved this administrative problem by the invention of a sectional cabinet holding 1200 slides, classified, filed, and ready for immediate use. These trays are enclosed in an oak case which makes a presentable piece of furniture for a library or office and really solves the problem of what, and where, as to lantern slides. We have one and when it is full shall have another.

F. D. BOYNTON, Supt. of Schools,
Ithaca, N. Y.

For prices with discounts address
G. S. MOLER, 408 University Avenue, Ithaca, N. Y.

SCHOOL TEXTS

Our New Catalogue of
BOOKS FOR SCHOOLS AND COLLEGES

has just been revised and brought up to date. All books in common use as texts are included. You will find this a very handy reference book.

THE BAKER & TAYLOR CO.

Wholesale Dealers in the Books of All Publishers
354 Fourth Ave. NEW YORK At 26th Street

Permodello

THE PERMANENT MODELING CLAY

This new Modeling Clay works like Magic. Stays soft in the can, but when exposed to air after modeling it "sets" and becomes as hard as stone. Requires no casting and no firing. Takes water color or "Enamelac" decorating. Equally valuable in Kindergarten, Grammar Grades, High School and Art Classes. Widely used by U. S. Government in Reconstruction Hospitals. Sample pound postpaid 70c.

Send for Illustrated Circular.
Chicago THE PRANG COMPANY New York

"Prang Products" Make for Better Education

"GRAPHIC DRAWING BOOKS"

"The Best Drawing Books"—Because

1. They teach BASIC PRINCIPLES that underlie All Drawing, Design, and Color.
2. They are the only series of "Drawing Books" that present an organized and Scientific Theory of "Color" simple enough to be understood by the children, with a "Color Chart" for each grade.
3. They correlate DRAWING — DESIGN — CONSTRUCTION and relate them to the life and home of the child.
4. They contain eight beautiful reproductions in nine colors of some of the world's greatest paintings, thus bringing the refining influence of the Art Museum to your school.

Books 1 to 4, List Price, 20 cents.

Books 5 to 8, List Price, 25 cents.

INEXPENSIVE--WELL GRADED--THE BEST!

Send for "Graphic Drawing Books" circular.

Send Money Order, Check, or Stamps on orders for less than \$5.00.

"PRANG PRODUCTS"

"ENAMELAC"

An Air-Drying Enamel for Decorating Toys, Boxes, Bottles, etc. Per Can, 25c.

"PERMODELLO"

The Permanent Modelling Clay. It sets like Concrete. Per pound Can, 70c.

"MODELIT"

The Quality Wax Modelling Clay. It keeps soft indefinitely. Per pound, 60c.

"STIXIT PASTE"

The Stickiest Paste in Town. 4-oz. Tube, 15c, $\frac{1}{4}$ Pt., 25c, 1 Gal., \$2.50.

"PECO PASTE POWDER"

A High Quality "Library Paste" in Powder Form. Per pound, 45c.

"PRANG PRISMO" PAPERS

Coated Papers in 75 Standardized Colors.

"PRANG ENGINEX" PAPERS

Light Weight Construction Papers for Poster Work. Send for Sample Booklets of Papers.

1922 Calumet Ave., Chicago **THE PRANG COMPANY** 30 Irving Place, New York City

Send for circular of "Correspondence Courses in Industrial Art."

New Cambridge University Books

THE STUDY OF THE WEATHER

By E. H. CHAPMAN, M. A. B. Sc.
Fellow of the Royal Meteorological Society.

A Series of Practical Exercises on Weather Study, and an Introduction to the Study of Modern Meteorology. The necessary explanations of the various phenomena have been made as simple as possible. Large crown 8vo. 56 maps and illustrations. 132 pages. \$1.10.

THE PURPOSE OF EDUCATION—an Examination of the Educational Problem in the Light of Recent Psychological Research

By ST. GEORGE LANE FOX PITT

New Edition with an additional chapter, and Appendix, and a Preface. Viscount Bryce says, "Much help may be drawn by the practical teacher from many of your remarks." 144 pages. \$2.50.

BRITAIN IN THE MIDDLE AGES

A History for Beginners. By FLORENCE BOWMAN.

A collection of stories told from the chronicles, which it is hoped may provoke readers to discussion and further enquiry. 28 illustrations, 104 pages. \$.90.

AN ENQUIRY CONCERNING THE PRINCIPLES OF NATURAL KNOWLEDGE

By A. N. WHITEHEAD, Sc. D. F. R. S.

There are three main streams of thought which are relevant to the theme of the enquiry. They may be termed the scientific, the mathematical and the philosophical movements. The present work is largely concerned with providing a physical basis for the more modern views. 200 pages. \$4.50.

THE COMPLETE CATALOGUE OF CAMBRIDGE UNIVERSITY BOOKS

will be gladly sent on request. The Cambridge list is noteworthy. It includes a total of approximately 8,000 titles in all educational branches, hundreds of which are regularly used in the classrooms of American schools and colleges and practically all of which are carried constantly in stock on this side and can be furnished by G. P. PUTNAM'S SONS, the American Representatives. Correspondence and enquiries in regard to the Cambridge books should be addressed to the

NEW YORK
2 West 45th Street
Just west of 5th Ave.

Educational Department
G. P. PUTNAM'S SONS
PUBLISHERS

LONDON
24 Bedford Street
Strand

A New Plan for Teaching Algebra

The Durell-Arnold FIRST BOOK IN ALGEBRA presents a new plan for teaching Algebra which greatly reduces the mortality in the subject during the first year and correspondingly reduces the teaching problems.

A FIRST BOOK IN ALGEBRA

By Durell and Arnold

PUBLISHED JULY 21, 1919

Two hundred Regents schools in New York State have already adopted this text-book.

Examine this book and learn why they did so.

CHARLES E. MERRILL COMPANY


432 FOURTH AVENUE

NEW YORK CITY

Enamelac

The New Air-Drying Art Enamel

Requires no firing





PRANG ENAMELAC OUTFIT

"Enamelac" is a heavy water proof Enamel paint that hardens without firing. Works on glass bottles, tins, cans, wooden boxes, Parian Ivory, etc. Made in 15 colors. Price per can 25c. By mail, 30c. "Enamelac Outfit" complete with brushes, etc. in wooden box. Price, postpaid \$3.

Send for Color Card and Circular.
Chicago THE PRANG COMPANY New York

Busy Work Sewing, Drawing, Alphabet Cards, etc.
Entertainments Plays, Drills, Dialogues, etc.
School Supplies Globes, Maps, Erasers, etc.
CATALOGUE sent free to Teachers.
A. J. FOUCH CO., WARREN, PA.

STUDY AT HOME

Develop That Talent of Yours—It Pays!
 The demand for Special Teachers and Supervisors of Industrial Art is greater than the supply. If you "like to draw," or have "Good Taste" in Color and Design, you can fit yourself to teach Industrial Art at an increased salary. Send for circular of "Correspondence Courses" leading to diploma.
CHICAGO SCHOOL OF INDUSTRIAL ART, 1922 Cabot Ave., Chicago

KELLOGG'S AGENCY, 31 UNION SQUARE, NEW YORK

HAS BEEN ESTABLISHED 25 YEARS.

This agency makes a constant search for high grade teachers and recommends with care. Only superior teachers are accepted. Teachers are supplied all the year round. If you need a good teacher or know where one is wanted, send particulars. **THE ACTIVE, GENEROUS WORK OF THIS AGENCY HAS SATISFIED THOUSANDS OF TEACHERS.**

Interstate Teachers' Agency

501-503 Livingston Building,

ROCHESTER, N. Y.

The manager of this agency has had twenty years' experience as teacher and superintendent of schools, and ten years' successful experience as manager of a rapidly growing agency. He personally selects and recommends candidates with care. The success of this agency is vouched for by many of our best superintendents, college presidents and normal school principals. Send for circular.

T. H. ARMSTRONG, Proprietor

HARLAN P. FRENCH, President

WILLARD W. ANDREWS, Secretary

ALBANY TEACHERS' AGENCY, Incorporated

Supplies Schools of All Grades with Competent Teachers.

Assists Teachers in Obtaining Positions

We receive calls for wide-awake and progressive teachers from every State in the Union, and we want more such teachers upon our list. **NOW IS THE TIME TO REGISTER** **SEND FOR BULLETIN** **81 Chapel Street, Albany, N. Y.**

Please mention the "Journal" when corresponding with advertisers.

The Wells and Hart Algebra

What it does

It simplifies and vitalizes the first year algebra course. Thus, it takes account of the mass of pupils who study algebra for only a year.

How it does it

It defers the treatment of difficult and non-essential topics and thus brings the largest amount of *usable* algebra within the limits of the first year work.

For example, it omits from the first part of the book all of radicals except a brief treatment of quadratic surds. This enables the pupil to get on into quadratics.

Likewise, it splits the work on factoring, and special products and factors are treated together, case by case, as related processes.

If you examine the book you will understand why eight states having uniform textbooks use the Wells and Hart, exclusively

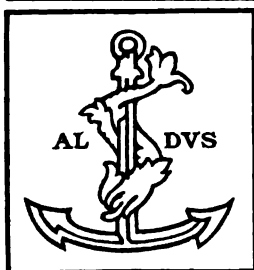
D. C. HEATH & COMPANY

Boston

New York

Chicago

A RARE COMBINATION OF TALENT



SELDOM, if ever, in the history of the school-book industry has a publisher been so fortunate as to secure the combined talent of three of the leading educational experts of the country in the preparation of a single textbook. These experts are:

DR. FRANK E. SPAULDING

Superintendent of Schools, Cleveland, O.

MISS CATHERINE T. BRYCE

Assistant Superintendent of Schools, Cleveland, O.

DR. HUBER GRAY BUEHLER

Headmaster, The Hotchkiss School, Lakeville, Conn.

each of whom has had the widest experience in actual classroom work, supervision and textbook making. It is difficult to conceive of a more admirable union of ripe scholarship and teaching experience than the work of these authors represents. The textbook is the

ALDINE THIRD LANGUAGE BOOK

LANGUAGE—GRAMMAR—COMPOSITION

For Grades Seven and Eight and Junior High Schools

NEWSON & COMPANY

73 Fifth Avenue

NEW YORK

We Welcome a New Term

ANOTHER CHANCE

Let us see what can be done for ELEMENTARY GENERAL SCIENCE

HODGDON'S BOOK

furnishes suggestions and attractive material. It is now recognized as a Science Wonder Book. Is thoroughly approved wherever known. To examine is to adopt. Please examine.

THE CAMPBELL AND HUGHES ARITHMETICS

interest pupils, satisfy teachers, and produce results not obtainable so easily by any other text. Try it out and you will agree. Why not put your pupils in the 100% class?

PRICE'S REGENTS' QUESTIONS AND ANSWERS

are different, and recognized as helpful. Send in your order early.

THE CHILDREN'S METHOD READERS

Another new, beautiful and delightful Children's Reading Series. Four Books are now ready. Suited to the first and second grades. Give your pupils every chance.

Send your orders now. Thank you.

HINDS, HAYDEN & ELDREDGE, Inc.

JOHN C. ROCKWELL for New York State

11 Union Square, NEW YORK CITY

History from a New Viewpoint

OUR UNITED STATES

By **WILLIAM B. GUITTEAU**, *Superintendent of Schools, Toledo, Ohio*

Written in the light of recent events which have created a new atmosphere for the study of our national life. The breaking down of old prejudices and international animosities has enabled the author to restate a great many problems in our history from a new viewpoint.

It begins by showing how the Old World forms the background of our early American history, and from that point until the concluding chapters on the World War, the reaction of Europe on America is never lost sight of.

Ready for fall use

SILVER, BURDETT & COMPANY

BOSTON NEW YORK CHICAGO SAN FRANCISCO

The Journal

of the New York State Teachers' Association

VOLUME 6

NOVEMBER 15, 1919

NUMBER 7

CONTENTS

	PAGE
REDUCED RAILROAD FARE FOR ALBANY MEETING	231
FINAL PROGRAM OF THE SEVENTY-FOURTH ANNUAL MEETING OF THE NEW YORK STATE TEACHERS' ASSOCIATION AND AFFILIATED ORGANIZATIONS, ALBANY, N. Y., NOVEMBER 24, 25, 26, 1919	233
CONDITION OF THE STATE TEACHERS' RETIREMENT FUND	246
THE EFFECTS OF TENURE AND COMPULSORY SALARY INCREMENT LAWS . <i>F. D. Boynton</i>	249
SOME HIGH SCHOOL WAR WORK . . <i>Edith M. Wolfe</i>	256
RECONSTRUCTED TEACHING IN NUTRITION <i>Mary G. McCormick</i> . .	259
REPORT OF THE PRESIDENT OF THE NEW YORK STATE TEACHERS' ASSOCIATION <i>Judson S. Wright</i> . . .	261
BOOK NOTICES	263
BOOKS RECEIVED	264

Published by the New York State Teachers' Association
Rochester, N. Y.

A NEW BOOK

Place's Beginning Latin

By PERLEY OAKLAND PLACE, Litt.D., Professor of Latin, Syracuse University.
398 pages, 144 illustrations. Five full pages in color.

This book embodies the newest approved ideas about the teaching of first year Latin. In many interesting ways it makes the study of Latin an intensive study of English. At every stage of its presentation of fundamentals it proves to the pupil that the value of studying Latin is the help it gives in understanding and using the English language.

Instead of giving the pupil a number of different things in each lesson, none of which he has time to learn thoroughly, this book presents each new thing vividly, thoroughly, and with *single emphasis*.

It introduces each point of Latin syntax by a clearly stated reference to English grammar.

It provides numerous exercises on the Latin derivation of English words.

It shows Roman life as compared with the life of to-day through the brief yet vivid notes on Roman history, religion and culture.

The architectural plan of Place's Beginning Latin makes the pupil's progress gradual and uniform.

AMERICAN BOOK COMPANY

NEW YORK

CINCINNATI

CHICAGO

BOSTON

ATLANTA

The Journal

of the New York State Teachers' Association

NOVEMBER, 1919

REDUCED RAILROAD FARE FOR ALBANY MEETING

Members of Association may secure one and one-third fare by cutting out and presenting the following "Identification Certificate" when purchasing railroad ticket.

Cut on this line

IDENTIFICATION CERTIFICATE

**New York State Teachers' Association, Albany, N. Y.,
November 24-26, 1919**

.....19

Ticket Agent:

This certifies is a
(Name of Person to whom certificate is issued)
member of New York State Teachers' Association and is entitled
to purchase.....round-trip ticket.....to Albany,
N. Y., for himself (or herself) and dependent members of his (or
her) family at the reduced fare and under the regulations author-
ized for the occasion named and in accordance with the con-
ditions appearing on back hereof.

P. A. clearing

Secretary.

Cut on this line

Round-trip tickets will be sold at one and one-third fare with minimum of \$1.00 for the round-trip on Identification Certificates applicable for members of your organization and dependent members of their families only and the tickets will be good via the same route in both directions.

Tickets will be sold from points in the State of New York from November 20 to 26 and will be validated at Albany, N. Y., by agents at the regular ticket offices of the line over which ticket reads into Albany, N. Y., from November 24 to 29 and when validated tickets will be good for return, leaving Albany, N. Y., only on date of validation and passengers must reach original starting point not later than midnight of December 2, 1919.

Members must present and surrender Identification Certificates to ticket agents at their home stations instead of requesting "Certificate Plan" certificates.

One Identification Certificate will suffice for each member, including dependent members of his or her family, and it will not be necessary to furnish separate certificates for dependent members of the family.

INSTRUCTIONS TO TICKET AGENTS

- (1) This certificate is not valid unless presented on one of the authorized selling dates as specified in tariffs.
- (2) This certificate is not valid unless signed in ink in the presence of ticket agent in space provided below by the purchaser whose name appears on face hereof.
- (3) Ticket agent must satisfy himself that the person who presents this certificate is entitled to the reduced fare under the conditions specified in tariffs and herefn.
- (4) Ticket agents will be governed by instructions shown in tariffs.
- (5) Ticket agents will endorse hereon description of ticket or tickets issued and attach this certificate to report to Ticket Auditor as authority.

.....
(Signature of Purchaser)

Insert below names of dependent members of family for whom excursion tickets are purchased, giving relationship:

.....
.....
.....

Form..... No.

Form..... No.

Form..... No.

**FINAL PROGRAM OF THE SEVENTY-FOURTH ANNUAL
MEETING OF THE NEW YORK STATE TEACHERS' ASSOCIATION AND AFFILIATED
ORGANIZATIONS, ALBANY, N. Y.,
NOVEMBER 24, 25, 26, 1919**

ANNOUNCEMENTS

REGISTRATION Headquarters will be at the Education Building, first floor near main entrance.

The annual membership fee shall be based upon annual salaries as follows: Those teachers and school officers receiving a salary of \$1,000 or over shall pay one dollar and fifty cents (\$1.50), and all others seventy-five cents (\$.75), and this sum shall include a subscription to the official Journal of the Association.

It is very important that all teachers register promptly upon their arrival in Albany, pay their membership dues and receive a programme. Teachers who have paid their dues and received their membership ticket for 1919 in advance of the meeting, need not come to registration headquarters.

It should be borne in mind that admission to all entertainment features as well as to the meetings of the convention will be strictly by presentation of membership card.

There will be no registration at section meetings as it is necessary to handle that all at one point in order to avoid duplications.

Special reduced Railroad Rates of a fare and one-third has been granted all members attending the Albany meeting. Be sure and cut out identification slip in this Journal and present to agent when purchasing ticket.

Delegates

Duly accredited delegates should call at headquarters immediately upon their arrival and ascertain if their credential cards have been properly placed on file with the secretary. This will greatly assist the committee on credentials.

Delegates are urged to attend all meetings of the Assembly of Delegates, as important business will come up for consideration.

Chairmen and secretaries of the various sections are earnestly requested to secure the manuscripts of all speakers before the close of the meeting, and if possible, hand them to the secretary, Richard A. Searing, before leaving Albany. If this cannot be done, they should be forwarded to the secretary at the earliest possible moment for publication in the Journal.

Meeting Places

It was impracticable at the time this programme was printed to indicate the meeting places of the various sections. Cards giving the location of all meeting places can be had at Registration Headquarters, Education Building, and at Hotel Headquarters, The Ten Eyck.

The Hotel Headquarters will be at The Ten Eyck.

House of Delegates

There will be three meetings of the House of Delegates, Monday afternoon at 3:30 o'clock; Tuesday morning at 9:30 o'clock and Tuesday afternoon at 3 o'clock.

All sessions will be held in the ball room of the Ten Eyck hotel, top floor.

Business of great importance will come before the House and all Delegates are urged to attend promptly.

**Physical Training Demonstration,
Albany Public Schools**

A demonstration of the different phases and development of the physical training work in the Albany public schools will be given in the Armory, Monday afternoon at two o'clock. All members of the Association are cordially invited to see this demonstration.

During the session, there will also be in the Armory an exhibit of the different types of work done by the public schools, including English, kindergarten, special classes, vocational, industrial arts and drawing."

PROGRAMME

- I. MUSIC—"Indianola"—Henry
.....High School Orchestra
- II. GREETING.....Dr. C. Edward Jones,
Superintendent of Schools.
- III. (a) Mass Free Arm Exercises.
(b) Gathering Peascods—An English
Country Dance.
High School Girls.
- IV. (a) Coming Through the Rye.
A singing game to the old fam-
iliar tune to which steps have
been set.
(b) Seven Jumps—A Danish folk
dance.
Children from the Third and
Fourth Grades of Schools Nos.
1, 3, 4, 10, 11, 12, 17, 21, 22 and
24.
- V. MASS RESPONSE EXERCISES
A demonstration of a daily, class
room, gymnastic lesson given for
alertness and discipline.
Children from the Fifth Grades of
Schools Nos. 3, 7, 9, 10, 15, 20, 21,
and 24.
- VI. (a) Irish Lilt.
(b) Varsouvienne—A Swedish folk
dance.
Girls of the Seventh and Eighth
Grades from schools with gym-
nasiums. Schools Nos. 4, 6, 12,
14, 16, and 18.
- VII. APPARATUS WORK
A demonstration by squads under
pupil leadership.
High School Boys.
- VIII. (a) Black Nag—English Country
Dance.
Sweet Kate—English Country
Dance.
Girls of the Seventh and Eighth
Grade Recreation Clubs of
Schools Nos. 2, 4, 5, 17, 20, 21
and 24.
- IX. (a) Mass Wand Exercises.
(b) Jack Rabbit Relay.
Girls and Boys of the Seventh
and Eighth Grades from schools
with gymnasiums. Schools Nos.
4, 6, 12, 14, 16 and 18.
- X. (a) Vanity Schottische.
(Original dance by the Director.)
(b) Tarantella.....An old Italian
folk dance taking its name from
the city of Tarentum.
Girls of the Sixth Grades of
Schools Nos. 2, 3, 6, 7, 8, 12, 14,
15, 16 and 18.
- XI. SONG—Star Spangled Banner
.....By the Audience

This demonstration is an expression of the daily activities of the Department of Physical Education. The activities shown may be seen at any time in any school during the school session. It is also an expression of the splendid co-operation of the different departments within the school system.

GENERAL MEETINGS**Armory**

Monday Evening, November 24, 8 o'clock
Quartette — The Hampton Institute
Quartette.

Address of Welcome—Mayor James R.
Watt.

Response—J. S. Wright, President of the
New York State Teachers' Associa-
tion.

Address—Hon. Alfred E. Smith, Gov-
ernor of the State of New York.

Address—The Glory of the State of
New York—John Huston Finley, M.
A., LL. D., President of the Univer-
sity and Commissioner of Education,
New York State.

Tuesday Evening, November 25, 8 o'clock

Address—Hon. Daniel A. Reed, Mem-
ber of Congress, 43rd District, Dun-
kirk, N. Y.

Address—Hon. William C. Sprowl, Gov-
ernor of Pennsylvania.

Address—Thomas E. Finegan, M. A.,
Pd. D., LL. D., Commissioner of
Education of Pennsylvania.

**Wednesday Morning, November 26,
11 o'clock**

To be announced.

ASSEMBLY OF DELEGATES

Ten Eyck Hotel—Top Floor

Monday, November 24..... 3:30 P. M.

Tuesday, November 25..... 9:30 A. M.

Tuesday, November 25..... 3:00 P. M.

CLASSICAL SECTION

President, George D. Kellogg, Union
College, Schenectady.

Secretary, Jared W. Schudder, 117
Chestnut St., Albany.

Tuesday Morning

9:00—Executive Committee Meeting.

9:30—Social gathering for members of
the Classical Section.

10:00—Latin Salutatory—Prof. Donald
B. Durham, Hamilton College.

Latin Response—Miss Mabel V. Root,
Catskill.

10:15—President's Address — Outlook
for a Humanistic Awakening After
the War—Prof. George Dwight Kel-
logg, Union College.

- 10:30—Latin in the Junior High School—Miss L. Antoinette Johnson, Milne High School, Albany.
11:00—Cæsar, Cicero, and Pompey—Prof. Gonzalez Lodge, Teachers College, New York.
11:30—A Note on Freedom—Prof. John Ira Bennett, Union College. Business.

Tuesday Afternoon

- 1:30—Business Meeting.
1:45—Address—The Faith That Is in Us—Prof. Duane Stuart, Princeton University.
2:15—The Classical Reading League—Prof. Allan P. Ball, College of the City of New York.
2:45—Classical Associations and Their Work—Prof. Charles Knapp, Barnard College.
3:15—The College Entrance Examinations in Latin—Prof. Nelson G. McCrea, Columbia University. Discussion.

Wednesday Morning

- 9:00—Mr. S. Dwight Arms, State Department of Education, will speak on topics connected with the Latin Syllabus, and conduct a discussion.
10:00—High School Science and High School Classics—Prof. John Nicholas Vedder, Professor of Thermodynamics, Union College, Schenectady.
10:20—Adjournment.

COMMERCIAL SECTION

President, G. M. York, State College for Teachers, Albany.
Secretary, E. S. Hewes, Hudson, New York.

Tuesday Morning

- 9:30—The Value of Rhythmic Drill in the Teaching of Typewriting—Charles J. Hailes, Instructor in Typewriting, Albany High School, Albany.
10:15—The Relation of Commercial Education to the Vocational Educational Movement—Mr. F. G. Nichols, Assistant Director for Commercial Education, Federal Board of Vocational Education, Washington, D. C.
11:00—Service Ideals in Business—Dr. Cheesman A. Herrick, President of Girard College, Philadelphia, Penn.

Tuesday Afternoon

- 2:00—Method of Teaching Shorthand, Past, Present, and Future—Mr. John R. Gregg, New York City.
2:45—Dovetailing School and Business—Caroline S. Goss, Director of Vocational Bureau in the Commercial Department, High School, White Plains, N. Y. Business Meeting.

ELOCUTION SECTION

President, H. M. Tilroe, Syracuse University; Secretary, George C. Williams, Ithaca, N. Y.

Monday Evening

- 7:30—Meeting of the Officers and Board of Directors.

Tuesday Morning

- 9:00—Registration.
9:15—President's Address—Professor Hugh M. Tilroe, Syracuse University.
9:35—Greetings.
9:50—Announcements.
10:00—Address—Art and Artifice in Speech—Miss Jane Herendeen, New York City.
10:30—Address—Speech Elements—Mrs. Anne E. Wolter, New York City.
11:00—Address—Does It Pay?—Mr. John P. Silvernail, Theological Seminary, Rochester, N. Y.
11:30—Address—Impression and Expression—Mr. Horace G. McKean, Union University, Schenectady, N. Y.
12:00—Business Meeting.

Tuesday Afternoon

- 2:00—Address—Public Speaking in the Public Schools—Mr. Earl W. Annibal, State Normal School, Oneonta, N. Y.
2:20—Address—Bolshevikism and Manners—Miss Henrietta Prentiss, Hunter College, New York City.
2:45—Recital—Miss Ethel M. DeBeau, Hempstead, N. Y.
3:00—Address—Reading—Its Place in the New Education—Mr. Frederick D. Losey, New York City.
3:30—Address—The Curing of Speech Defects—(Speaker to be announced.)

4:00—(Subject to be announced)—
Mr. Franklin H. Sargent, American
Academy of Dramatic Arts.

4:30—(Subject to be announced)—
Rev. J. Woodman Babbitt, Newburgh,
New York.

6:00 — Get-together Dinner, Hotel
Hampton.

Wednesday Morning

9:00—Registration.

9:15—Address—The Teacher's Oppor-
tunity in the Present Crisis—Mr. W.
K. Wickes, Syracuse, N. Y.

9:35—Recital—Mr. James P. Doyle,
New York City; Charlotte Sulley
Presby, New York School of Expres-
sion, New York City; Miss Alvina C.
Winkler, Troy Conservatory of
Music, Troy, N. Y.; Miss Frances
Schirmer, Herkimer, N. Y.; Rev. J.
Woodman Babbitt, Newburgh, N. Y.;
Miss Mabel Rivers Schuler, New
York City; Mrs. Bertha Pendexter
Eldridge, Rochester, N. Y.; Miss
Emma S. Condit, New York City.

10:45—Adjournment to General Meet-
ing of the New York State Teachers'
Association.

12:00—Business Meeting and Adjourn-
ment.

ENGLISH SECTION

President, Mr. A. B. Sias, West High
School, Rochester, N. Y.; Secretary, Mr.
E. B. Richards, Specialist in English,
State Department, Albany, N. Y.

General Programme at Boston for Monday and Tuesday

Monday Morning

Topic—The Supervision of English
Teaching.

Monday Afternoon

President's Address—Professor Joseph
M. Thomas, University of Minnesota.
Address—Professor Irving Babbitt,
Harvard University.
Address—Dr. John R. Slater, Univer-
sity of Rochester.

Tuesday Morning

Topic—The Relation of School and Col-
lege English.

Address—Professor Henry S. Canby,
Yale University.

Address—Miss Emma Breck, University
High School, Oakland, Calif.

Address—Professor Horace A. Eaton,
Syracuse University.

Tuesday Afternoon

Section Meeting—College Section, High
School Section, Teachers Training
Section, Extension Section, Library
Section.

Tuesday Evening

Banquet — Speaker — Professor Bliss
Perry, Harvard University.

Note

The New York State Association of
Teachers of English meets Monday and
Tuesday with the National Council of
Teachers of English in Copley Square,
Boston.

Wednesday the New York State As-
sociation will hold its session at Albany.

Albany Programme for Wednesday

Wednesday Morning

Joint Session with Library Section
Library Exhibit—Miss Celia H. Hough-
ton, Librarian, Albany High School.

8:30—Address—Is Your High School
on the Map?—Miss Mary C. Richard-
son, State Normal School, Geneseo,
New York.

9:00—Address—New Ideas in Debate
Work—Mrs. Benson Beach Caul, As-
sistant Librarian, State Library, Al-
bany.

9:30—Address — How Can English
Teachers Raise the Standard of
School Libraries?—Miss Marguerite
Gomph, Utica Free Academy.

English Session

10:00—Address—Post-bellum English—
Dr. John R. Slater, University of
Rochester, Rochester, N. Y.

10:30 — Address — The best Boston
speaker we can bring.

11:00—Adjournment to General Meet-
ing.

Wednesday Noon

12:30—English Section Luncheon.

Wednesday Afternoon

2:00—Business Meeting—General Re-
port from the Boston Meeting—Mr.
E. B. Richards, Specialist in English,

State Department of Education, Albany, N. Y.

2:30—Inspirational Reports on the Best Speeches Delivered at the Boston Meeting—Professor Horace A. Eaton, Syracuse University; Dr. Charles R. Gaston, Richmond Hill High School, New York City; Mr. A. B. Sias, West High School, Rochester, N. Y.

4:00—Address—The New Year—Our New President.

EVENING SCHOOLS AND AMERICANIZATION SECTION

President, W. C. Smith, State Education Department, Albany, N. Y.; Secretary, Charles E. Finch, Washington Junior High School, Rochester, N. Y.

Monday Evening

Americanization—Its Meaning and Purpose for Native and Foreign-born—Mr. Allen T. Burns, Director of Americanization Methods, Carnegie Corporation.

Tuesday Morning

Progress Toward a One Language State—Mr. William C. Smith, Supervisor of Immigrant Education.

Better Citizenship in New York State—Mr. Merton Sturges, Chief Examiner, Bureau of Immigration.

Community Organization—Mr. Ward C. Moon, Superintendent of Schools, Poughkeepsie.

Tuesday Afternoon

Evening Industrial Classes for Men—Mr. F. H. Wing, Director of Vocational Education, Buffalo, N. Y.

Evening Vocational Courses for Women—Miss Eleanor D. Toaz, Director Vocational Education for Girls, Rochester, N. Y.

The Opportunity for Evening Vocational Courses in the Smaller Community—Oakley Furney, State Education Department, Albany, N. Y.

Wednesday Morning

Miss Sarah Elkus, Director of Americanization, New York City, Presiding.

Factory Classes—Mr. E. B. Merriam, Head of the Educational Work for the General Electric Company, Schenectady, N. Y.

Home Classes for Foreign-born Women—Miss Morrison.

Exhibits of work done in classes of foreign-born men and women and exhibits of foreign art and handicraft will be shown during the conference.

FINE, INDUSTRIAL AND HOUSEHOLD ARTS SECTION

General Meeting

President, Harry W. Jacobs, Supervisor, Art Education, Buffalo, N. Y.

9:30 A. M.

- (1) The Teacher Training Problem for Vocational Schools—A. S. Hurrell, Director, Department of Vocational Education, University of Pittsburgh.
- (2) The Continuation School Law—
 - (a) From Standpoint of Local Organization.
 - (b) From Standpoint of Training Continuation School Teachers.
—Lewis A. Wilson, Director, Division of Agricultural and Industrial Education, State Department of Education, Albany, N. Y.
- (3) The Manufacturer's View Point of Industrial Art—M. D. C. Crawford, Editor, "Women's Wear," New York City.

Industrial Section

Chairman, Stewart F. Ball, Director, Manual Training, Buffalo, N. Y.

2:00 P. M.

- (1) The Professional Improvement of the Teacher—R. H. Rodgers, Specialist in Vocational Education, State Department of Education, Albany, N. Y.
- (2) The Organization of Evening Industrial Classes—Joseph J. Eaton, Director, Industrial Arts, Yonkers, N. Y.
- (3) Methods of Teaching—R. M. Stewart, Cornell University.
- (4) Round Table Discussion—Conducted by Lewis A. Wilson, Director, Division of Agricultural and Industrial Education, State Department of Education, Albany, N. Y.

Art Section

Chairman, Eunice S. Perine, State College for Teachers, Albany, N. Y.

2:00 P. M.

- (1) Art for Use—Dr. James P. Haney, Director of Art, High Schools, New York City.
- (2) The High School Poster and Its Function in Training Public Taste—Ernest W. Watson, Pratt Institute, Brooklyn, N. Y.
- (3) The Fundamental Objective of Elementary School Art Teaching—Amelia B. Sprague, Buffalo State Normal School, Buffalo, N. Y.
- (4) The Museum and Its Part in Public Art Education—F. Allen Whiting, Director, Art Museum, Cleveland, Ohio.

Household Arts Section

Chairman, Marion S. Von Liew, New York State College for Teachers, Albany, N. Y.

**Tuesday Afternoon, November 25, at
2:30 o'clock**

- (1) Teaching of Homemaking in the Public Schools—Miss Fisher, Federal Board for Vocational Education, Washington, D. C.
- (2) The Improvement of Teachers in Service—Miss Anna M. Cooley, Professor of Household Arts, Teachers College, Columbia University, New York City, N. Y.
- (3) Some Practical Methods for Teaching Nutrition—Miss Elizabeth G. Van Horne, Mechanics Institute, Rochester, N. Y.

Wednesday Morning, 9 o'clock

I. Clothing Section—In charge of Miss Cora Binzell, Cornell University, Ithaca, New York.

1. How to Teach the Clothing Budget—Miss Alice A. Brigham, New York State Normal School, Buffalo, N. Y.
2. The Community Garment Problem—Miss Edith M. Sarver, Supervisor of Household Arts, Schenectady, N. Y.
3. The Home Project in Clothing—Miss Eleanor D. Toaz, Director of Home Economics, Rochester, N. Y.

II. The Foods Section—In charge of Miss Anna M. Leggett, Head of the Department of Home Economics, Elmira College, Elmira, New York.

1. Teaching Foods on a Meal Basis—Miss Jessie Long, Department of Household Science and Arts, Pratt Institute, Brooklyn, N. Y.
2. The School Lunch—Miss May E. Davis, Instructor in Foods, High School, Kingston, N. Y.
3. The Home Project in Foods—Miss Marion S. Van Liew, Head of the Home Economics Department, New York State College for Teachers, Albany, New York.

HISTORY ASSOCIATION SECTION

President, Edward P. Smith, High School, North Tonawanda; Secretary, Clarence L. Hewitt, Central High School, Syracuse.

Tuesday Morning

10:00—Round Table on Civics.

Address—The Teaching of Community Civics, Professor Edgar W. Ames, Troy, N. Y.

Address—Dr. Arthur W. Dunn, Bureau of Education, Washington, D. C.

Discussion.

11:00—Address—Professor A. W. Risley, State College for Teachers, Albany.

Tuesday Afternoon

2:00—Address—The History Teacher and the Status Quo—Dr. James Sullivan, State Historian, Albany.

2:45—Business Session.

3:00—Address—The Coming of Industrial Democracy—Dr. Robert M. McElroy, Professor of Political Science, Princeton University, Princeton, New Jersey.

HYGIENE AND PHYSICAL EDUCATION SECTION

Meeting in the Auditorium of the State College for Teachers, Western and Washington Avenues
November 25

President, Laurence S. Hill, Director of Physical Education, Albany, N. Y.;

Secretary, Edith M. Walker, Head of the Department of Health Education, State Normal School, Oswego, N. Y.

Purposes

The purposes of this association is to

1. Bring together the forces interested in the physical welfare of school children in New York State.

2. Co-operate with all the Departments or Bureaus of this state interested in the Health Education of school children.

3. Encourage the application of known standards of health care.

4. Experiment in the field of school health supervision.

5. Report results of inquiries along these lines for the enlightenment of those seeking information.

6. Distribute literature bearing on the related subjects heretofore mentioned.

Special Notice

Regular class work in physical training may be seen during school hours on Monday at the following schools:

School No. 3, 18 Watervliet Ave. West Albany Car.

School No. 8, 157 Madison Ave. South Pearl St. Car.

School No. 10, N. Lake and Central Aves. West Albany Car.

School No. 11, 409 Madison Ave. Any car over Lark St.

School No. 15, Herkimer and Franklin Sts. South Pearl St. Car.

School No. 17, Second Ave. and Stephen St. Second Ave Car.

School No. 20, N. Pearl St. and Second St. N. Albany Car.

School No. 21, 666 Clinton Ave. West Albany Car.

Regular gymnasium work may be seen during school hours on Monday at the following schools:

High School (Girls' Classes) Western and Lake Aves. West Albany Car.

School No. 4, Madison Ave. and Ontario St. Madison Ave. Car.

School No. 6, 105 Second St. Belt Line or Arbor Hill Car.

School No. 12, Washington Ave. and Robin St. West Albany Car.

School No. 14, 70 Trinity Pl. South Pearl St. Car.

School No. 16, N. Allen St. Pine Hills Car.

School No. 18, Hurlbut St. Delaware Avenue Car.

Tuesday, November 25, 9:30 o'clock

General Topic—Some Problems in Health Education.

9:30—Health Examinations in Elementary and Secondary Schools—Dr. W. S. Small, Expert in School Hygiene, Bureau of Education, Washington, D. C.

Discussion opened by Dr. W. A. Howe, State Medical Inspector.

10:15—Standard Efficiency Tests for Elementary and Secondary Schools—Mr. A. E. Metzdorf, City Recreation Secretary, Rochester, N. Y.

Discussion opened by Guerdon Messer, Assistant State Inspector of Physical Training.

10:45—The Work of the Public Athletic League in the State of Maryland—Dr. William Burdick, Director Public Athletic League, and President American Physical Education Association, Baltimore, Maryland.

11:15—The Part the Grade Teacher Must Play in the Operation of a Broad Health Education Programme—Mr. D. J. Kelly, Superintendent of Schools, Binghamton, N. Y.

General Discussion.

12:00—Business Meeting.
Report of the President. Report of the Secretary-Treasurer.
Election of Officers.

12:30—Lunch will be served in the State College Cafeteria.

Tuesday, 1:30 o'clock

1:30—Health Education—Dr. John H. Finley, Commissioner.

2:00—Roundtable discussions led by experts in the different phases of health education. Leaders will be limited to 10 minutes, other speakers to the 3 minute rule.

Dr. Wm. H. Leak, Oral Hygiene Inspector, State Department of Education.

Dr. W. B. Cornell, Physical and Mental Diagnostician, State Department of Education.

Dr. Walter Cobb, Supervisor of Physical Education, State Department of Education.

Miss Bertha McChesney, R. N., Supervising Nurse, State Department of Education.

Miss Mary G. McCormick, Supervisor Malnutrition of School Children, State Department of Education.

Miss Ruth Norton, State Instructor of Physical Training.

Miss Eleanor Gray, Supervisor of Special Classes, State Department of Education.

Mr. Frank H. Wood, Chief of Division, School Buildings and Grounds, State Education Department.

Mr. Herman Norton, Director of Physical Education, Rochester, N. Y.

4:00—Social Hour and Folk and Social Dancing. Delegates will be the guests of the Capitol District Physical Education Society.

Tuesday, 8:15 o'clock, State Armory

Demonstration of Physical Training by the children of the Albany Public Schools.

KINDERGARTEN SECTION

President, Miss Luella A. Palmer, New York City; Secretary, Miss Mae B. Higgons, New York City.

Tuesday Morning

9:30—Demonstration of new songs and games—Miss Mae B. Higgons, New York City.

10:30—What the Kindergarten Can Do for Americanization—Miss Elizabeth A. Woodward, State Director of Home Instruction of Immigrant Women.

11:30—Business Session—Reports are requested from all sections of the state in regard to the possibility of forming local organizations, the number of members, the places of meeting, etc.

Tuesday Afternoon

2:00—Roundtables—

(a) Training Teachers and Supervisors. Leader, Miss Mary Jean Miller, Rochester, N. Y.

Topics—State Requirements for Kindergartners.

State Kindergarten Bill.

(b) Directors and Assistants

Topic—How Shall Development be Measured in the Kindergarten?

3:30—Experiments in Early Education—Illustrated by stereopticon—Miss Grace B. L. Brown, Teachers College, Columbia University.

LIBRARY SECTION

President, Allen Abbott, Columbia University, New York City; Secretary, Mary C. Richardson, Geneseo, N. Y.

Tuesday Afternoon, 2:30 o'clock

Problems of a Small High School Library—Florence E. Damon, Assistant Librarian, State Normal School, Geneseo, N. Y.

Problems of a Large High School Library—A High School Librarian from New York City (to be announced later).

How You May Use the School Libraries Division—Sarah W. Vought, School Libraries Division, Albany, New York.

Business—Election of Officers.

Joint Session of the English and Literary Sections

Wednesday Morning, 8:30 to 10:00 o'clock

Can English Teachers Help Raise the Standard of High School Libraries?—Marguerite Gomph, English Teacher, Utica Free Academy.

Discussion.

New Ideas in Debate Work—Mrs. Benson H. Paul, State Library, Albany, New York.

Report of Conditions in Our School Libraries in New York State. Results of the Standards recently sent to High School Principals.

A Member of the Library Committee.

MATHEMATICS SECTION

President, E. E. Arnold, State Education Department, Albany, N. Y.

Programme to be announced.

MODERN LANGUAGE ASSOCIATION

Programme of the Eleventh Annual Meeting, November 25-26, 1919

President, J. B. E. Jonas, DeWitt Clinton High School, New York; Secretary, Arthur G. Host, Troy High School.

Sessions will begin and topics will be taken up at the times indicated. Prompt attendance is therefore essential.

Tuesday Morning, November 25

- 9:30—Minutes, Appointment of Committees.
- 9:40—Reports of President and Secretary.
- 9:45—Report of Committee on Syllabus—Dr. William R. Price.
- 9:50—Report of Committee on Texts—Professor John P. Hoskins, Princeton University.
- 9:55—Report on Journal, and N. E. A. Making—Professor A. Busse, Hunter College.
- 10:00—Teaching French Pronunciation—Professor Anna Woods Ballard, Teachers College, Columbia University.
- Discussion.
- The Study of German; How and Why—Professor Robert H. Fife, Jr., Wesleyan University, Middletown, Conn.
- Discussion.
- The Teaching of Spanish and Our Relations with Latin America—Professor J. P. Wickersham Crawford, University of Pennsylvania and Military Attache, to U. S. Legation at Colombia, South America.
- Discussion.
- 12:30—Adjournment for Luncheon.

Tuesday Afternoon

- 2:00—Modern Language Study as Affected by the War—President John H. Denbigh, Packer Collegiate Institute, Brooklyn, N. Y.
- Discussion.
- Good and Bad Reasons for Studying Modern Languages in School—Professor Calvin Thomas, Columbia University.
- Motive and Method in Modern Language Teaching—A Friendly Critique—Dean Thomas M. Balliet, New York University.
- Discussion.
- General Discussion—Speaker limited to five minutes.
- 4:30—Roundtables for French, German and Spanish.

French—Results of a Questionnaire to Teachers of French—Professor Charles W. Cabeen, Syracuse University, Leader.

German—Critique of Regents Examinations.

Spanish—Topics and speakers to be announced.

6:30—Get-together Dinner — Speakers to be announced.

Wednesday Morning, November 26, 1919

The Outlook for Modern Language Instruction After the War—Professor David Snedden, Teachers College, Columbia University. To be read.

Discussion.

General Discussion—Speakers limited to five minutes.

Report of Committee on Nominations. Election of Officers for 1919-1920.

Report of Committee on Resolutions. Unfinished Business.

Adjournment.

Leaders in Discussions will be—

Dr. Charles F. Wheelock, Dr. James Sullivan, Dr. William R. Price, State Education Department, Albany. Professors Bristol and Keniston of Cornell University, Professors Fahnestock and Stroebe, and possibly Whitney of Vassar; Professor R. W. Moore, of Colgate University; Misses Eastman and Knox of State Education Department, Albany.

MUSIC SECTION

President, Miss Emma E. Devendorf, Gloversville, N. Y.

Tuesday Morning

General Topic—The Place of Music in Education.

8:30—Registration.

9:00—President's Address—Miss Emma E. Devendorf, Gloversville.

9:15—Greeting—Dr. Abram R. Brubacher, President State College for Teachers, Albany.

9:30—Paper—The Relation of the College to Music—Prof. William H. Hoerner, Department of Music, Colgate University.

10:00—Paper—The Relation of the Normal School to the Public School, as Applied to Music—Mrs. Charlotte Waterman, Music Department, Oswego State Normal School.

- 10:30—Paper—The Present and Future of High School Music—Miss Anna G. Judge, Music Department, Wadleigh High School, New York City.
 11:00—Paper—The Efficient Supervisor—Mr. Frank M. Smith, Superintendent of Schools, Johnson City.
 11:30—Business Session.
 Luncheon.

Tuesday Afternoon

- 2:00—Paper—Instrumental Music in the Public Schools—Mr. Charles H. Miller, Supervisor of Music, Rochester.
 Violin Classes—Mr. David E. Matern, Ithaca, N. Y.
 School Bands—Mr. Joseph E. Maddy, Rochester, N. Y.
 School Orchestra—Dr. Victor L. F. Rebmann, Yonkers.
 3:00—Violin Solos—Dr. Victor L. F. Rebmann, Yonkers.
 I. (a) Larghetto from the Second Sonata in G, op. 9, Frank E. Ward.
 (b) American Dance (No. 2) in E—Albert Stoessel.
 II. Five Indian Sketches, op. 40—Cecil Burleigh.
 Legend.
 Over Laughing Waters.
 Sun Dance.
 From a Wigwam.
 To the Warriors.
 3:15—Address—Some New Phases of Public School Music—Mrs. Frances E. Clark, Camden, N. J.
 4:00—Lecture—The Mission of Music—Dr. J. Stanley Durkee, President Howard University, Washington, D.C.

NORMAL AND TRAINING SCHOOL SECTION

President, Granville B. Jeffers, Training School, Schenectady; Secretary, Mary Wheeler, Training School, Schenectady.

Tuesday Morning

- 9:00—Changing Concepts—By a member of the committee on revision of Course of Study for Normal Schools.
 9:30—Promotions in the Practice Schools as determined by the Use of Standard Tests and Educational Measurements—Miss Anna B. Herrig,

Supervisor of Practice, New Paltz Normal School.

- 10:00—The Rural Schools—Miss Mabel Carney, Rural School Specialist, Teachers College, Columbia University.
 10:45—What Relation Should the Various Departments of the Normal School Maintain Toward the Practice Department?—Laurence H. Van den Berg, Superintendent Training School Department, Oswego Normal School.
 11:15—Group Intelligence Tests in the Schoolroom—Garry C. Myers, Captain Sanitary Corps, U. S. A.
 11:50—Message from the Library Department.

Tuesday Afternoon

- 2:00 — The Teaching of English Through Spelling—Mr. John B. Kennedy, Batavia, N. Y.
 2:30—Teaching As a Profession—Dr. A. R. Brubacher, President New York State College for Teachers, Albany, New York.
 3:00—The Newspaper in the Classroom—Professor Burges Johnson, Vassar College.
 3:30—Election.

PENMANSHIP SECTION

President, Miss Alice E. Benbow, Superintendent of Writing, Schenectady, N. Y.; Secretary, Miss Maud S. Richards, New Paltz Normal, New Paltz, New York.

Tuesday Morning

Chairman, Miss Elizabeth Landon, Superintendent of Writing, Binghamton, New York.

Morning Session Devoted to Primary Writing.

- 9:15—The Importance of Writing in the Primary Curriculum—D. J. Kelly, Superintendent of Schools, Binghamton, N. Y.
 9:45—The Practical Use of Writing Scales and Measures—Miss Carolyn E. Morrison, Principal of Hamilton School, Schenectady.
 10:15-12.00—Institute of Primary Writing.
 1. The Aim of Primary Writing—Miss Phelps, Newburgh, N. Y.

2. The Primary Teacher's Daily Preparation in Writing—Miss Alma Dorst, Lockport, N. Y.
3. Progressive Steps in Primary Writing—Miss Edith F. Crane, Port Jervis, N. Y.
4. Round Table or Question Box—Conducted by Miss Frances M. Wallace, Rochester, N. Y.

Tuesday Afternoon

Afternoon Session will be devoted to General Writing Problems.

- 1:30—The Normal Schools Preparation to Meet the Superintendent's Writing Requirements.—Mr. H. H. DeGroat, Principal of Cortland Normal School.
- 2:00—Election of Officers.
- 2:30—Writing in the High School Outside of the Commercial Department—Mr. Hummer, Principal Binghamton High School, Binghamton, N. Y.

RURAL EDUCATION SECTION

President, Mark B. Furman, East Rochester, N. Y.

Tuesday Morning

- 9:30—Address—Frank B. Gilbert, B. A., Deputy Commissioner of Education, University of the State of New York.
- 10:30—Address—State Teachers' Retirement Fund and New York State Teachers' Association—Dr. A. R. Brubacher, President State College for Teachers, Albany.
- 11:15—Discussion.

Tuesday Afternoon

- 2:30—Elementary English Syllabus—George M. Wiley, M. A., Acting Assistant Commissioner for Elementary Education, University of the State of New York.
- 3:30—The Victrola in the School—Demonstration by a Representative.
- Election of Officers.

NEW YORK STATE COUNCIL OF ELEMENTARY SCHOOL PRINCIPALS AND TEACHERS SECTION

President, Principal Nathaniel G. West, Rochester, N. Y.; Secretary, Miss Mary L. Ludwig, 502 Hickory St., Rochester, N. Y.

Tuesday Morning

9:00—Announcements.

Address—Methods of Teaching Humane Education—Mrs. H. Clay Preston, Secretary of the New York State Humane Education Committee.

Discussion.

10:00—Address—The Necessity of a Constructive Programme—George M. Wiley, Acting Assistant Commissioner for Elementary Education, State of New York.

11:00—Address—The Teacher and the National Life—Rush Rhees, D.D., President of the University of Rochester, N. Y.

Election of Officers.

Tuesday Afternoon

Grammar Grade Group—7th and 8th Grades—Principal H. D. Rickard, Chairman, Syracuse, N. Y.

2:00—Announcements.

Address—What Can Be Done in Americanization with Seventh and Eighth Grade Classes—Adam A. Walker, Prof. of Economics and Sociology, State Teachers College.

3:00—Address—Oral Expression—Miss A. Louise Wiedman, Albany, New York.

Demonstration—Oral Expression in the Seventh Grade—Miss Anna L. Vavasour, School 12, Albany.

Election of Officers.

Tuesday Afternoon

Intermediate Grade Group—4th, 5th and 6th Grades—Principal John P. Bruck, Chairman, Buffalo.

2:00—Announcements.

Address—The Socialized Recitation—W. Howard Pillsbury, Professor of School Administration, University of Buffalo.

3:00—Demonstration—A Visual Method of Teaching the Geography of South America—Alfred W. Abrams, Chief of the Division of Visual Instruction, State Department of Education.

Election of Officers.

Tuesday Afternoon

Primary Grade Group—1st, 2nd and 3rd Grades—Miss Carolyn N. Lawrence,

Chairman, Supervisor of Primary Work, Albany, N. Y.

2:00—Announcements.

Address—Essential Viewpoints in the Teaching of Primary Reading—Principal W. E. Hawley, School 23, Rochester.

3:00—Demonstration Lesson in Third Grade Reading—Miss Rena A. Weider, School 9, Rochester.

Pupils from Miss Menahan's Grade, School No. 16, Albany.

Election of Officers.

SCIENCE SECTION OF THE NEW YORK STATE TEACHERS' ASSOCIATION AND NEW YORK STATE SCIENCE TEACHERS' ASSOCIATION

Presidents, B. O. Burgin, Albany High School, Albany; H. A. Carpenter, West High School, Rochester. Secretaries, H. H. Van Cott, Schenectady High School, Schenectady; E. E. Ford, West High School, Rochester.

Monday Afternoon

Registration.

Monday Evening

(Following the General Session of the State Teachers' Association.)

Meeting of the Councils of the Science Section and the State Science Teachers' Association. Place of meeting to be announced later.

Tuesday Morning

General Session—Room 317, Education Building.

9:00—Report of Joint Committee on Affiliation—Chairmen, C. F. Hale, State College for Teachers, Albany, for the Science Section and R. C. Gibbs, Cornell University, Ithaca, for the State Science Teachers' Association.

Announcements and Appointment of Committees.

9:45—Address—The Hydronitrogens and the Pernitrides—Dr. A. W. Browne, Cornell University, Ithaca.

10:45—Report of Committee on General Science—Harry A. Carpenter, West High School, Rochester, Chairman. Discussion of the Report led by Frank P. Husted, High School, Albany.

11:30—Meeting of the two Councils to discuss and take action on the report of the Committee on Affiliation.

Tuesday Afternoon

General Session—Room 317.

2:00—Business Meeting—Reports.

General Action on Affiliation.

Election of Officers.

Division Meetings.

Division A, Physics and Chemistry, Room 317

Frank P. Husted, Chairman, High School, Albany

2:45—Business Meeting and Appointment of Nomination Committee.

3:00—Address—Efforts to Devise Tests in Science—Dr. Otis W. Caldwell, Director of Lincoln School, Teachers' College, Columbia University, New York.

3:45—Discussion of the above Address.

4:00—Address—Principles of Electro Magnetic Radiations—Dr. Ernest J. Berg, Professor of Electrical Engineering, Union College, Schenectady.

4:45—Report of Nominating Committee and Election of Chairman for 1920.

Division B, Biology, Room 303

Mrs. Roberta Parke, Chairman, Masten Park High School, Buffalo.

2:45—Business Meeting and Appointment of Nominating Committee.

3:00—Address—Biology and the School Programme—Dr. James G. Needham, Cornell University, Ithaca.

3:45—Discussion of the above address.

4:00—Round Table conducted by Mr. Arthur G. Clement, State Department of Education, Albany.

4:45—Report of Nominating Committee and Election of Chairman for 1920.

Division C, Earth Science, to meet with Division A, Physics and Chemistry
Melvin E. Coon, Chairman, West High School, Rochester

SCHOOL ADMINISTRATION SECTION

President, Superintendent Charles S. Williams, Hudson, N. Y.; Secretary, Superintendent A. J. Merrell, Geneva, New York.

Tuesday Morning

- 9:30—Shortage of Teachers: Causes and Remedies—Superintendent Asher J. Jacoby, Elmira, N. Y.
Superintendent Ward C. Moon, Poughkeepsie, N. Y.
- 10:15—The Next Step in High School Library Work—Miss Mary C. Richardson, Geneseo State Normal School.
- 10:30—The Smith-Hughes Act—Superintendent Arvie Eldred, Troy, N. Y.
Superintendent George J. Dann, Oneonta, N. Y.
- 11:15—Physical Education—W. Fowler Bucke, Ph.D.
Department of Education and Practice, Geneseo Normal School.
Supt. A. J. Merrell, Geneva, N. Y.

SUBNORMAL AND BACKWARD CHILDREN SECTION

President, A. Leila Martin, Director, Child Study Department, Rochester; Secretary, Mary T. Walsh, Assistant Superintendent, Special Classes, Rochester.

Tuesday Morning

- 9:30—The New State Law Relating to Retardation of Public School Children and Its Application (Chap. 20B)—Dr. W. B. Cornell, State Physical and Mental Diagnostician, Albany, New York.
Discussion to be opened by Superintendent F. D. Boynton, Ithaca.
- 10:00—Special Disabilities Which Contribute to Retardation in School Status—Dr. Leta Hollingworth, Columbia University, New York.
Discussion to be opened by Flora E. Otis, Oswego Normal.
- 10:30—The Work of the New York Commission for Mental Defectives—Dr. Pearce Bailey, Chairman of the State Commission for Mental Defectives, New York City.
- 11:00—Industrial Careers of Former Pupils of Ungraded Classes—Elizabeth E. Farrell, Inspector, Ungraded Classes, New York City.
Discussion to be opened by Miss Hannah Walker, Director, Special Classes, Albany; Miss Lauretta Stanton, Director, Special Classes, Buffalo.

- 11:30—(Topic to be announced later)—Dr. Truman L. Kelley, Columbia University, New York.

Tuesday Afternoon

- 1:45—Business Session.
- 2:00—The Extent and Influence of Malnutrition Among School Children—Mary G. McCormick, Expert on Nutritional Condition of Children, Albany.
Discussion to be opened by Dr. William A. Howe, State Medical Inspector, Albany.
- 2:30—The Recognition and Study of Neurotic Symptoms in Children—Dr. Buford Johnson, Psychologist, Bureau of Educational Experiments, New York City.
- 3:00—Recommendations to Regents by Educational Congress Regarding the Training of Atypical Children—Dr. Louis A. Pechstein, Psychologist, University of Rochester, Rochester, N. Y.

★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★

★
★
★

CARRY ON!

★
★

★ Uncle Sam is releasing from ★
★ his service the men who went ★
★ "over there" to free the world ★
★ from autocracy. Thousands of ★
★ soldiers are daily receiving ★
★ their honorable discharges. They ★
★ pocket their pay, bid farewell to ★
★ their comrades and sally forth— ★
★ civilians. ★

★ There is one army, however, ★
★ which must not be demobilized. ★
★ That is the army of War Savings ★
★ Stamps buyers. More recruits ★
★ are needed to carry on the cam- ★
★ paign of readjustment which ★
★ follows the signing of the armis- ★
★ tice. ★

★ The army of fighters has ★
★ achieved its purpose. ★

★ The army of savers must re- ★
★ main in "action." ★

★ "Carry on" to a lasting peace ★
★ under the banner of W. S. S! ★

★
★

★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★

CONDITION OF THE STATE TEACHERS' RETIREMENT FUND

Communication from the State Committee of the New York State Teachers' Association on Teachers' Pensions

To the Teachers of the State of New York:

THE Committee on Teachers' Pensions presented in the October issue of the Journal a preliminary report on the proposed retirement plan. Since that report certain inquiries regarding the status of the existing retirement fund have been received from teachers who were not familiar with its condition. For the benefit of such teachers, the committee is presenting a letter from its actuary which was written in reply to a request for his opinion as to the solvency of the present fund. The committee has not had a valuation made of the assets and liabilities of the existing fund because its unsound financial condition was believed to be generally known.

Respectfully submitted,

A. R. BRUBACHER, *Chairman,*

RAY P. SNYDER,

ADA M. BAKER,

Committee on Pensions.

DR. A. R. BRUBACHER, Chairman Pension Committee, New York State Teachers' Association, Albany, New York.

Dear Sir:

The inquiry of your committee regarding the adequacy of the provisions under which the New York State Teachers' Retirement Fund now operates and the financial condition of that fund has been received.

After reviewing the provisions of the law which governs the operation of the fund, it is evident that the system was established without regard for certain scientific principles which experience has proved must be observed in order to insure the permanence of a retirement fund. These principles have been neglected in many of the retirement systems of the country because their importance has not been understood. In fact, New York state had many seemingly good precedents upon which it based its plan. But a large number of the retirement systems which then appeared so sound in organization and so successful in opera-

tion have since been unable to meet their obligations and have been forced to reorganize or discontinue operations. Of those which have been forced to reorganize, the Teachers' Retirement Fund of New York city is a notable example. The history of this fund and similar systems after which the New York State Teachers' Retirement Fund was modelled shows that the time is imminent when either teachers will be compelled to forego part or all of their expected benefits, or the state will be called upon to shoulder an unforeseen and heavy financial burden.

I have not, as you know, been able to make an actuarial investigation and valuation of the plan. However, I feel sure that under no circumstances can it be said that the law guarantees the financial soundness of the system, because, although the law permits the state to make up deficits in the fund, there is no assurance that it will do so. The assistance of the state, if needed, should be given now before a huge deficit is accumulated, rather than deferred until an embarrassing financial situation arises and some future legislature is called upon to make up benefits which were promised in the past, but for which no appropriation was made. Similar conditions in other funds have eventually led either to costly reorganization or to complete failure.

In the law there are a number of fundamental requirements of sound pension fund financing which are disregarded.

SOUNDNESS OF SYSTEM NOT GUARANTEED.

Under the law, benefits of half salary are provided to teachers who fulfill the retirement provisions. To provide these benefits, teachers are required to contribute 1% of their salaries and a like amount is contributed by cities and towns in their behalf. When these contribution rates were adopted, there were no

calculations made as to what part of the benefit they would cover, and since the fund was established, this question has not been investigated, for there is nothing in the law authorizing that such investigation be made.

For example, there are now approximately 24,482 teachers in the state who are members of the Teachers' Retirement Fund. Of these, a certain number are going to remain in service until age 60 and are going to draw annuities until death. By actuarial methods, the total amount by the probable benefits payable to these teachers may be computed, but because there is no provision in the law requiring that the probable cost of these annuities be ascertained, no one knows whether the contributions of state and teachers are going to be sufficient to provide these annuities, and if not sufficient, how far short they may fall.

Furthermore, when a new teacher is added to the fund, the liability of the fund is increased on account of his probable participation in the benefits of the fund. How much a new teacher adds to the liability of the fund, how far the contributions of the teacher and the state on his behalf go toward providing for his benefits are questions which the law does not require be answered.

When no relation of equality between benefits and contributions is required by a retirement law, usually the contributions are far from sufficient to provide the benefits, and the fund is bound to reach a state when benefits must be curtailed or discontinued, or additional contributions secured. In fact when no knowledge is had of cost of benefits promised or contributions required, a retirement system may be well compared to an insurance company which is attempting to operate on a solvent basis without knowing what amounts will probably be paid in benefits to people already insured, what premiums should be charged to new people insured, and whether the premiums which are being collected are in any way adequate to provide the benefits for which they are paid.

EVIDENCES OF WEAKNESS.

One of the chief sources of misunderstanding regarding the financial basis of

pension systems and other benefit plans has been the fact that the benefits under such plans are payable in the future while the contributions which are being collected for such benefits are payable at the present time. For example, the benefits which are payable to the present members of the New York State Teachers' Fund will be payable for perhaps 50 years in the future, whereas the contributions payable by them will be collected while they are in active service. For this reason, the annual statement of a retirement system showing the amount of the funds in hand and the annual payments due to annuities cannot be taken as an indication of the solvency of the fund.

For example, the system is paying about \$236,459 annually in annuities. The funds in hand are approximately \$1,093,995. From these statements, one might draw the conclusion that the fund is in a flourishing condition. However, a valuation of the annuities payable to present annuitants shows that to continue the payment of these annuities, approximately \$2,363,600 will be required. Deducting from this amount the funds in hand, it is evident that \$1,269,605 is required in addition to the funds in hand to continue present annuities. In other words, there is now a deficiency in the fund of \$1,269,605 on account of annuitants alone and if the fund continues as it has in the past, the contributions of present teachers and of the state and local districts in behalf of present teachers will be required to pay present annuities alone. There are no funds being set aside to provide for teachers who are now making contributions, and they therefore have no assurance that they will receive benefits.

PROVISIONS TENDING TO INCREASE LIABILITIES.

Although the absence of proper provisions for financing the plan constitute the chief defects in the system, there are certain provisions of the law which of themselves tend to permit unlimited liabilities to accrue without providing funds for meeting them. For example, under the provisions of the fund, teachers are allowed to take credit for past service without adequate provision being

made by the teachers themselves, or by the districts in their behalf for the liability added to the fund. It is obvious that a teacher entering the service with ten years prior service to his credit is nearer eligibility for retirement than the teacher who enters the system with no years of service to his credit, yet both teachers make the same percentage contribution to the fund and no provision is made for additional contributions on account of the teacher's prior creditable service.

CONCLUSIONS FROM STUDY OF NEW YORK CITY FUND.

There are countless illustrations which I might take from the history of pension systems in this country to bear out my opinion of the New York State Teachers' Retirement Fund. Perhaps one of the best known cases of a retirement plan attempting to operate with provisions for financing similar to those employed in the New York State Fund, is that of the New York City Teachers' Retirement Fund.

Judging from a study of the development of the latter fund, I should say that the benefits promised under the state fund are going to cost approximately more than three times the amounts which are being paid by teachers and local districts and cities together. In other words, unless additional funds are secured for the present system, the time will come when teachers can receive only a small part of every dollar that they have expected. The number of annuitants will steadily increase, with the inevitable result that the contributions of present teachers and the contribution of the state on their behalf will be completely absorbed. To continue the fund, the state will then have to make provision for the retired teachers who are dependent upon their pensions and for the entire number of active teachers who have been forced to contribute to a system which has proved to be unsound. New York city did not do this, and it is not to be supposed that it will be done for the state teachers.

CONTRIBUTIONS OF INDIVIDUAL TEACHER NOT PROPERLY SAFEGUARDED.

In addition to the main financial provisions of the law, there are certain

minor provisions which may not be considered exactly equitable from the standpoint of the individual teacher. All teachers' contributions are placed together in one fund, and there is no provision made to prevent the use of the contributions of younger teachers for the benefit of older teachers. For example, a part of the funds in hand have been contributed by present teachers, but there is no provision in the law to prevent the use of these in the payments of annuities to present annuitants. For this reason, teachers may never be assured of receiving full return in value for the amounts which they have contributed.

An additional cause for a feeling of insecurity on the part of the individual teacher now in service, is that his benefit is, from all indications, not being adequately provided for by present taxpayers. Therefore, provision for it will be left for the next generation of taxpayers who may not be so interested in assuring the teacher of his benefit as the present body of taxpayers who are receiving the benefit of the teacher's services. In other words, the present taxpayers are not paying contributions sufficient in addition to what teachers are contributing to provide for the present scale of benefits, and the deficiency is being left to be cared for by the next generation of taxpayers, if provided at all.

SUPPORT OF PUBLIC NOT JUSTIFIED.

From the viewpoint of the public, the provisions of the law may not be considered such as to justify its support. The public has never been informed of its probable liabilities under the fund, either at the time it was established, or at any other time. A financial organization which is not safeguarded with the ordinary provisions for solvency which are placed upon an insurance company or a bank in the state cannot be reasonably recommended to the public for its support.

Before concluding, I want to call your attention to the fact that I do not wish to intimate that the State Teachers' Retirement Fund Board, or any of its employees is responsible for the existing financial status of the fund, because apparently it is the result of conditions

over which they have no control. They have been very helpful to me in my work for your committee in connection with the new plan, and I have little doubt that they appreciate the seriousness of the situation. No one can tell the true condition of the fund without first making an actuarial valuation. However, from present indications, I feel very sure that an actuarial valuation would corroborate

my statement that the contributions are far from sufficient to provide the promised benefits, and that sooner or later complete reorganization will be required if the fund is to be continued.

Very truly yours,

GEORGE B. BUCK,
Actuary.

New York, Oct. 21, 1919.

THE EFFECTS OF TENURE AND COMPULSORY SALARY INCREMENT LAWS

F. D. Boynton, *Superintendents' Council, Troy, October 15, 1919*

OUR president has charged me with the responsibility of discussing at this time this important question; but before I begin, I wish to pause a moment before the shrine of American Liberty and look upon the High Priestess of Freedom and leave a humble tribute to each.

The American public school is the bulwark, the strong tower of defense of American institutions and laws. Here they stand in every city and village, in every hamlet and country-side, the unquestioned symbol of democracy, a proclamation of the right of the people to rule. This huge trust of all the people, this bit of sensible socialism, is a declaration of liberty under law, the cement which secures the solidarity of the social fabric of this land of the free and the home of the brave. Fifty thousand white crosses in France bear silent and eloquent tribute that the women school teachers of this country have not made men effeminate by their teaching. These and those who caught from their failing hands the torch to hold it high have settled for generations that these Vestal Virgins have kept alive the sacred fires of patriotism in the hearts of our youth. The hope for the future of this country lies in the fact that our youth are headed toward the open door of the American public school, and that there they are to come into contact with the American public school teacher, the highest type of womanhood to be found anywhere. There is no more danger of the vast majority of our fine women teachers going to sleep on their jobs than there is that

the fires of motherhood will die out. With this great majority, our task is one of sympathetic encouragement, assisting these master craftsmen in their work of constructing human character into temples made after the image of God. Our severer measures in the administration of these laws will be reserved for the few who have been misguided in the choice of a profession. Did you ever stop to think what the Master meant when he answered one of the greatest questions ever put to him by taking a little child and standing him in the midst of his questioners, saying: Of such, and later added, woe unto him who shall offend one of these little ones? Well, if you haven't your splendid teacher-mothers have and they by their works will make your task with the visionless easier.

There is no single problem with which a community has to deal that is comparable to that of educating its children. Professor Hanus says that the people want good schools, but they don't know what good schools are. And so, through their representatives they enact laws which are calculated to give the people good schools. In this state, these laws provide for a system of teacher training, for the selection of local school officers charged with the responsibility of locally producing good schools. One of the duties of these officers in cities is the appointment of a superintendent as the expert to advise his board upon all matters pertaining to the establishment and maintenance of good schools for his community. To safeguard the public and to make good schools more certain, the

state determines his qualifications and those of his teachers, prescribes his duties, defines his responsibilities and safeguards him in the effective and competent discharge of the same. The laws securing permanent tenure and providing compulsory increments of salary for teachers are instances of this effort of the people to secure good schools by legislation, and to my mind there is no question that properly administered they will tend in that direction. But I suppose every superintendent in the state is at this moment acutely aware of the danger that threatens the schools from the effects of these powerful bromides unless something is done to cut out the dead wood now in the system and to prevent its accumulation in the future.

In response to a circular letter upon this topic, forty-three superintendents submit the following specific suggestions for overcoming any discovered tendencies of sleeping sickness resulting from these laws:

1. Better basal training is emphasized.
2. Better salaries for better training.
3. More careful selection of candidates.
4. Closer grading of teachers and higher standards required as to results during the probationary period.
5. The free use of recognized standards tests as one of the means of determining "efficient and competent service."
6. Definite written reports at regular intervals from supervisors and principals.
7. The appointment of a general supervisor for the purpose of instructing, grading, and otherwise assisting special supervisors of music, drawing, etc., in establishing "effective and competent service."
8. Working out after each regents examination the relative standing of one department with another and with one teacher with another and of the whole school, and acquaint each teacher with the same as one means of determining the

"efficient and competent service" of high school teachers.

9. Hold grade institutes in the various schools, thereby giving the teachers of one school an opportunity to see the work in another within the same or another system of schools.
10. Establish visiting days when a teacher may visit some other teacher doing the same work in the same or another system.
11. Faculty meetings in which the teachers themselves shall take part in the discussions and in the programme planning.
12. Reading circles in separate schools at which not only pedagogical books and literature shall be read and discussed, but general literature and periodicals as well.
13. Since fixed increments in salary are now mandatory, equally fixed standards of accomplishment are implied, and since there is certainty of there being a differing in the degree of "efficient and competent service" there must be a difference in the increments, e. g., fixed increment groups by years.
14. Avoid as far as possible the employment of home girls below the standard for "efficient and competent service" now set by the state, to be determined by their record in school and elsewhere.
15. After a teacher has been in the service of a given city for seven years, pay a certain sum toward her expenses while attending a worth-while summer school.
16. Use that provision of the law which confers upon school authorities the power to transfer a teacher from one school or grade to another freely.
17. Aim to develop and keep alive the professional spirit, the spirit of service to the public and loyalty to the state which spends a million a year upon its state teacher-training institutions rather than the Foster-Debs-Hayward-Lamson idea of revenue only.
18. One superintendent says that keeping alive after the probationary

period is passed is a personal matter distinctly up to the individual teacher; that the superintendent who undertakes the task of keeping his teachers alive is undertaking the impossible; and naively adds that in his city there are no dead ones.

19. An occasional old fashioned city institute for two days.
20. Keep alive yourself and see how you like it.

In the end, each superintendent will have to work out his own programme for keeping his teachers up to the standard which he sets. These standards and programmes will vary. Our present thought is fairly well outlined by the concrete suggestions just summarized; but it must be remembered that there are more fundamental considerations not to be lost sight of and which may be summarized as personality.

A superintendent must remember that magnificent buildings, however well equipped, do not constitute a school; fill such buildings with the children of your community and you still have no school; there is no school until the teacher appears and the kind of school you then have depends entirely upon the kind of teacher that appears. To all intents and purposes, the class-teacher is the school; her attitude toward her work, toward her associates, toward life in general, her manner of dress and speech, her honesty, thoroughness, scholarship in a large measure become those of her pupils; if she is kind and thoughtful of others, firm and fair in dealing with her pupils, hopeful, earnest, enthusiastic, encouraging, these elements will reflect themselves in the character of her pupils. But a dissatisfied, grumbling, gossiping, scolding, irritable, nagging, disloyal, insincere, inaccurate, fault-finding, pessimistic sort of teacher, if these laws are interpreted so as to permit her to remain in her position of secure discontent, will always face a class of intellectual nondescripts who cause her and others no end of trouble, but who always and with accuracy reflect the personal traits and mental characteristics of "dear teacher." Good, bad or indifferent, the teacher determines the *esprit du corps*

of her pupils and, to the extent of her influence, of the school. There is but one cure for this kind of teacher, and that is elimination. For it must be remembered that the schools are for the children and not for the supervising and instructing staffs. When a teacher reaches the point where she begins to teach Latin or science or any other subject or grade instead of teaching children by means of these, at that moment she has lost the point of contact with the child-mind and must be placed in the discard regardless of age or of academic knowledge. To declare that knowledge of the subject to be taught is all-sufficient for teaching is a pitiful exposition of the kind of training which stresses residence and similar bits of archeology, the ghosts of a distant past which still linger in some of our halls of "higher-learning."

Sarah Louise Arnold recently remarked that what this country most needed was the Americanization of Americans, a re-consecration of Americans to American ideals, thinking more about the other fellow and his problems and our ability to better his condition. Ruskin once said that the soldier lived and died for maintenance in order that others might be free; that the preacher and the teacher lived and worked in order that the world might be re-built and that idealism remain enthroned in the hearts of men. It will be unfortunate if we lose sight of our ideals, of the spiritual side of our work, of our distinct call to service, in our legitimate attempt to better our physical condition.

If the danger generally recognized as possible under these laws is to be averted, it becomes correspondingly necessary that we shall be able to call to the service out of our teacher-training institutions a force of teachers conscious of their obligation to the state that trained them for the single purpose of having trained teachers in its schools. The first duty of those teachers who have been trained for their work at state expense is loyalty and service to the state. Between every such teacher and the state there is something more than a gentleman's agreement to serve the state which has paid in part for their services in advance. Every candidate accepting this

aid thereby acknowledges the obligation and pledges her word of honor to keep faith with the state, and every instructor in a state teacher-training institution is under equal obligation to see that it is done. (And yet)

A superintendent of schools in a city of a sister state took more than a score of the graduates of a single class from one of our state teacher-training schools as the result of one visit and several from others. Annually large numbers of the newly graduated teachers from these institutions seek and obtain employment in the schools of other states. This is known and permitted if not encouraged. Notwithstanding that the cities of the state pay nearly ninety per cent. of all the taxes paid in the state, including the sums spent on our teacher-training institutions, cities of the first and second classes are compelled in addition to maintain normal schools in order that they may have trained teachers in their elementary schools. State statistics establish the fact that these state teacher-training institutions have never furnished an over-plus of trained teachers. Approximately only 35,000 teachers were graduated from these schools in seventy-five years or about one-half our present teaching force of the state were all living and teaching in the state.

The obligation of contract, the agreement between individuals, between individuals and the state, and between states, is the foundation and security of organized society. Germany's refusal to meet her contract obligations precipitated the world war and let Bolshevism loose upon mankind from which the world is suffering to-day. Her failure to regard her word more highly than a "scrap of paper" has justly made her name a hissing and a by-word and herself an out-cast among nations. The individual who looks upon an agreement as did Germany should be similarly treated.

Duty and service to the state should form a definite and important part of the education of every candidate in our state teacher-training institutions. It is no answer to say that larger salaries could be had in other states. "Military necessity," national advantage, was not sufficient excuse for Germany's breaking

her agreement with Belgium. Larger financial reward cannot be offered as a reason for breaking one's word. Furthermore, those who have committed this fault against the state should realize that the state has permitted them to draw largely upon their first two years salary in advance, that this has been done in order that this state not Ohio, that Rochester and Syracuse, not Cleveland and East Orange, may have trained teachers for their schools without the necessity of supporting state teacher-training schools and city training schools made necessary because of the leakage from the former.

The superintendents of this state should stand squarely upon this question and, if need be, carry it before the Ways and Means committee of the legislature. If any body of men represent the public in school matters, it is this body. This is the body that the legislature listens to. Its position should be frank and fair and in the spirit of co-operation for the best interests of our state teacher-training schools and of the schools of the state. With a clear understanding that we are joining in a co-operative plan for improving the service to the state through its teacher-training schools, we should definitely encourage our young people of ability to attend these state institutions and we should employ their graduates. We should do more than this; we should go before the legislature and urge the most liberal support possible to enable our teacher-training institutions to draw the best possible talent into their faculties and to retain them. One of our statesmen once said that a public office was a public trust. We must not forget this. We entered upon our profession for service not for gain, at least that is the doctrine that was preached by Sheldon and McVicar. Please don't misunderstand. There can be no objection to a liberal provision for teachers, it can be and will be done, but the day will be a sorry one when the teacher's desk is occupied by those who are there for an easy job and pecuniary returns.

Some of you may recall my address as president of the State Teachers' Association in Syracuse in 1905 upon

"Needed Educational Legislation." That address dealt with three things, namely, tenure, minimum salary, and pensions. The following morning, Dr. Draper vigorously assailed all three as bad ethics. The position taken at that time, I still hold and make reference to the matter here in order that there may be no misunderstanding.

A teacher's statement that she cannot live on her salary is not always proof positive that she is underpaid. Every superintendent here knows of teachers who dress well and save money out of their present salaries; he also knows of teachers who draw much larger salaries and are always in debt, even when those salaries are larger than the heads of families live on and at the same time contribute to the tax-budget. I know of a teacher who never could live on her salary although it went from \$800 to \$2,500; I know of a salary agitator in one of your cities who cannot live on her salary of \$1,500, but she supports an automobile and said that she had to have six pairs of shoes costing from \$10 to \$16 and a \$175 set of furs last year. Now, what this type of teacher needs is not more dollars, but sense. A definite part of every prospective teacher's training should be economic—a study of values, property, money, capital, rents, living, etc., so that she may not always pay too much for her whistle, and not always blame it on the other fellow.

I have heard it stated that teachers were so poorly paid that they had to do work outside in order to live. There is no doubt whatever but that this is true in certain unfortunate instances and should be corrected. But the general inference is not true. I know of teachers in our cities who run teachers' agencies, farms, real-estate agencies, represent publishing houses, and school supply firms who are drawing salaries from \$2,500 to \$4,000; I know of college professors who are drawing salaries of \$5,000 or better and who are so overworked that they are unable to teach an average of two hours per day and yet who have time and strength to travel all over this country and deliver lecture after lecture for \$100 per, some of whom talk loudly about profiteering and low

salaries. In this scientific age we should be more careful about our generalizations, about putting all of the blame upon the other fellow.

The Cities and Salary Laws establish some things with great clearness: There is to be a probationary period, those who successfully pass through this period enter an indefinite period limited only by the general terms, "efficient and competent service," a minimum initial salary, and eight additional annual increments. If the harmful effects of permanent tenure and fixed salaries are to be reduced to a minimum, the work must be begun with vigor in the probationary period. Definite standards should be set for probationers as to their training for their work before appointment; and as definite as to the results expected after they have been appointed. As a test of these results, regular written reports, signed and dated, should be submitted by the principals and by the supervisors. These reports should deal with specific problems and from personal observations. These observations should be frequent enough to be fair and indicative. In the elementary grades, standard tests should be used, such as the Courtis in arithmetic, Gray's, Kelly's or Forsythe's in reading, Ayers' in spelling, Thorndike's in writing, etc., or others equally good; in the high school, similar methods should be used including the regents examinations, and should be continued to test "efficient and competent service" after the probationary period has passed. There will be some objections to the regents tests. However, a large majority of the schools of secondary grade in this state are on a regents basis. Pupils are advanced or retarded on the basis of their success or failure in the regents examinations. The college entrance diploma with its attendant benefits is based upon these examinations. The burden of proof is not on the shoulders of the superintendent. The questions are made by the teachers of the state acting on question committees. Taken over a period of three years, in six examinations, high school teachers who are "efficient and competent" should attain a fair showing on a percentage basis of the number registered.

A shortage of teachers, real or imaginary, should not serve to advance a teacher to the permanent period. If need be, change your teachers every three years. Promotion to the permanent period should become a distinction so marked that there would be small chance for anxiety. Not only should numerical measurements be applied. All of us recall teachers whose spiritual qualities have been the inspiration of our lives in times of stress. I recall one such teacher. I don't remember whether she taught me to read well, but she taught me some cardinal principles of common plain honesty and duty which have proved my strong tower of strength in many a struggle. A few years ago, I visited her old home and looked up her unkempt grave in a country cemetery and there thanked her for what she had done for me. No, you gentlemen will not make your decisions entirely on results in examinations, but you will have always in mind the important thing, namely, the general well-being of the children who year after year, generation of youngsters after generation, are to be instructed by this candidate for the high distinction of being passed on to permanent appointment which appointment implies a confidence on the part of the appointing power, thereafter only a minimum of direction and supervision will be necessary.

After permanent appointment, a teacher may be dropped only when she ceases to render "efficient and competent service" and then only after "a hearing by the affirmative vote of a majority of the board." To remove a teacher after once having been appointed to the permanent period will be hard. In substance, it will be a court trial in which the evidence will be definite and abundant. This will mean that this material will have to be collected. The superintendent will have to be assisted by principals, supervisors, and data gathered by means of tests such as have been herein suggested and applicable to all alike. This work will have to be done with a minimum of strain upon those teachers who are doing their work well. It will have to be done in the face of local conditions—political, fraternal, parental, ecclesiastical—and the duty of safeguarding

the interests of childhood is yours.

Material for these higher standards can be obtained by removing present restrictions upon college bred women. In 1895, the legislature enacted what was known as chapter 1031. This law provided that only the graduates of state normal schools, those holding state life certificates, secured upon examinations, or those graduating from a 3-year high school course or of some institution of equal or higher rank, and in addition had taken a 2-year course in professional study were eligible to teach in the elementary schools under the supervision of a superintendent of schools. At the time this law was passed it was a distinct educational advance in the educational requirements for elementary teachers in our city schools. Until that date, certain city superintendents were empowered to license teachers to teach in their elementary schools. Under political or other local pressure, the graduates of grammar schools were admitted to the teaching profession. At that time, the number of college women going into teaching was comparatively small. But a generation has made a change here as elsewhere. With the entrance requirements for entering a normal school the same as those required for entering a college, and with free tuition in both, a large and increasing number of fine girls are choosing the college. Furthermore, colleges have established departments of education and are giving basal instruction in psychology and other pedagogical studies equal to and in many instances better than are being given in our normal schools. These women are two years older upon graduation and many of them love children. With the advance in salaries many of these women would take up the work of elementary teaching if permitted to do so. It is no answer to the question that normal school graduates have had practice with children. Graduates from our normal schools are coming into a city system variously trained. Take, for example, the subject of reading: Some have the See and Say; some have some other system, and others still a different; the same is true of writing, and of other studies. Collected into one school system they form a kind of

polyglot collection in any subject. This condition has made a supervisory system necessary, one that takes these candidates and re-instructs them so that there may be something like homogeneity within a city system. With these expert supervisors in music, drawing, writing, physical education, and instruction as a fixed part of a city school system, it will not take them long to mould college women to elementary teaching. College women should be allowed to teach in any city in any school or grade they choose providing they have taken courses in psychology and other basal pedagogical studies as a part of their college course. The graduates of training classes who have taught country schools with from one to five pupils for three years are eligible to teach in the elementary schools of a city system. If these superficially prepared girls are considered equal to the task, where is there standing room for those who would continue to use a statute to bar them that was enacted for another purpose?

The salary law does not specify the size of the annual increments. This makes it possible to have a series of annual increments. For example, a board of education may determine that the annual increment shall be \$X and satisfy the law as to increment size. It may also say that for marked application to duty and for a certain degree of attainment as to results, the annual increment may be doubled, and that for those who attain special marked success three increments may be allowed. Some such plan as this will stimulate endeavor both in the probationary and permanent periods and will permit teachers of merit to receive recognition. One of the most deadening effects possible will be to arrange a salary schedule which will give the same increment to all teachers alike irrespective of services rendered. The amount of work which one teacher will do as compared with what another of the same grade will do, will vary as in other callings. Eight hours work should receive eight hours pay; but eight hours of time to do four hours of work should receive four hours pay in teaching as in any other vocation. A teacher who, other things being equal, has ninety per cent.

of her pupils successful year after year is worth twice as much as the teacher whose average is forty-five per cent, aside from the good which one does through success and the harm the other does to her pupils through failure. Right here is a splendid place to begin the work of cutting down retardation and elimination among our pupils by placing an incentive for successful teaching.

The late Judge Draper made his inaugural address upon his return to the state as commissioner of education before the New York State Teachers' Association in 1904. In that address he said that he expected to discuss educational questions at all times without fear or favor and he expected and invited the teachers of the state to do so. This I have done to-day, but I have done so in full sympathy and with some knowledge of conditions in the various educational fields and in the kindest of spirit willing to work with you and to co-operate with any body of educators to the best of my ability. This is a family gathering, a kind of class meeting where we talk things over. President E. B. Bryan of Colgate has said that a man is worth something when he gets onto his job, but infinitely more when his job gets onto him. You are the men who carry the first responsibility for the education of countless hundreds of thousands of children committed to your care; yours is the task of directing the efforts which make school buildings adequate, safe, and sanitary, equipped with proper furniture and apparatus; yours is the responsibility of making courses of study, the selection of books, and supplies; yours is the responsibility of selecting suitably trained teachers whose attitude toward their work is far different than that of the trades unionist, of selecting other experts along many lines, of building up a proper *esprit de corps*, and of securing adequate results as a return to the public which you most definitely represent—it is no easy task that is yours. If it is done it will have to be accomplished by open and fair dealing, by a single and uniform policy, always keeping in mind the general welfare of all those associated with you—your teachers, your children, your public.

SOME HIGH SCHOOL WAR WORK

Edith M. Wolfe

A number of New York State teachers were kind enough to express interest in the account of Pasadena High School that appeared last spring; and several who heard in the summer of our war activities here seemed to think that there were suggestions in them that might be helpful. So I am very glad to tell you a little about the war work in our school last year along new lines, as we should also be glad to receive suggestions from any of you as to other ways in which the enthusiasm of our boys and girls can be turned to definite account.

Salvage has, of course, been a favorite outlet for activity everywhere, and has no doubt been somewhat overworked. Yet it continues to be an amazingly fruitful source of income. By making use of the principle of competition, not only was the patriotic spirit kept brightly aflame among pupils, but a sum amounting to nearly four hundred dollars was raised during the year from apparently useless articles. The most and best of this work was done in the last ten or twelve weeks of school in the spring. The Girls' League salvage committee planned the campaign, and got out circulars announcing to classes just what was to be brought on definite days. A bulletin was posted in each room so that pupils could be saving ahead. Each week a special announcement was posted, of the articles wanted that week. Thursday was salvage day. Every first period class elected a member as sergeant, who was to stimulate class contributions and take care of the material brought. The salvage committee announced beforehand the points to be given for all articles; and each week the ten first period classes making the greatest number of points promoted their officers one degree in military rank. In the ten weeks of the spring drive, two boys thus became generals, one a major-general, and four girls and boys attained the rank of colonel; while there were various titles of lower rank, signifying less frequent success in winning position among the

highest ten. There was keenest rivalry; it meant something very real to these boys and girls.

The first Thursday was bottle day; and the committee, not realizing the marvelous spur of this new competitive arrangement, had asked pupils to bring bottles to their first period class rooms. The result was fearful and wonderful. One room of less than thirty pupils contained over seven hundred bottles of all sizes,—quart, pint, some gallon, and scores of smaller ones. There was no room to move; but they were a very happy and triumphant set of youngsters, and cheerfully gave up part of an assembly period to carrying this miscellaneous mass to the basement. The bottles were supposed to be clean, but a few left something to be desired in this respect. Our collection that day was 7,396 bottles. Arrangements had been made beforehand with junk dealers, and the bottles were sold at a good price, some bringing as high as thirty cents a dozen.

The next week pupils brought newspapers, folded twice and tied tightly in packages a foot high; or magazines tied similarly in uniform sizes. Fortunately they were instructed to take these directly to one of the courts; the sum total was fourteen tons. If you have never seen such an amount of paper just casually tossed into piles, you will scarcely believe what an imposing array it makes. It brought in \$69.50 for the war fund.

I wish I had time to tell you of all the later collections; each had some special interest. Points had to be given later for work volunteered, too, as there was an enormous amount of material to handle each week. Tables were placed along the driveway up to the school, and articles were received there, weighed, or counted. A slip was given to each one who brought things, recording the number of points. One day rubber was asked for, and pupils came in autos looking like moving vans heaped high with old tires and other rubbish. They brought 1,716 pounds, two-thirds of which they

sold for \$56, giving the other third to the Red Cross. Gunny sacks proved very valuable, producing over \$50 for the school fund, while almost as many more were given to the Red Cross to sell. One day the pupils brought over 1,200 pint cans of condensed milk for the French relief ship; and on that same ship were carried 1,000 pairs of shoes out of the 1,700 brought to school. The thousand pairs were good enough to use when cobbled by means of money earned at a moving picture show for French relief. There were brought, too, a thousand pairs of gloves for lining aviators' jackets; as well as corks, cold cream jars, electric light bulbs, leather in various articles, metal of different kinds,—almost all of it disposed of advantageously. 1,530 books were given for the soldiers, provided by our librarian and volunteer assistants with bookplates and circulation cards and sent to camps; and 655 selected magazines were sent to troop trains.

I have just noticed this bit in the evening paper, which shows that salvage is still worth attention:

"The Red Cross salvage department made a net profit of \$2,109.46 in September.

"During the month," reads a statement issued by the department, '18 tons of magazines were sold and shipped to Kalamazoo, Mich., where they will be made over into print paper and used again. Pasadena yields a higher profit per capita for the Red Cross salvage than probably any other city in the West, if not the entire country.'"

High school pupils feel satisfaction in having helped to achieve this record.

Besides the junk thus disposed of, pupils brought also at different times 208 dozen buttons, 50 spools of thread, and 250 garments to the high school war work room. This room is in general charge of the Girls' League adviser and committee, and is open every period of the day. It contains several machines, long tables, and many shelves and cupboards for storage. About twenty-five teachers volunteer one period a week to supervise the serving here, and a varying number of girls come in once a week to give a study period to this work. A

few devoted souls spend five hours a week here. The spirit of real sacrifice and generous helpfulness is often touching. One girl, who came faithfully one period a day for months, said wistfully, "I haven't any money at all to give, but I can sew." The home economics department helped also with this work, some of it being done in their rooms in another building. Altogether, 2,489 garments were made and sent to the Red Cross, French, Belgian, and Italian Relief organizations, while many others were cut and left ready to start on this fall. Many of these garments were made from four new bolts of cloth bought with our salvage money; many also were produced from very hopeless-looking old garments. Quaint little undershirts were made from two black stockings; and really attractive little black dresses from four stockings. Children's dresses were made from men's shirts, both percale and flannel. It is truly amazing what pretty and useful things a little ingenuity and patience bring forth.

This year we have military drill for girls as well as boys twice a week; and all girls temporarily or permanently excused go to the workroom at the drill period. Here those not expert enough for other sewing patch quilts. Announcement has been publicly made of the size of patches that are acceptable in donations; four by four inch squares for the top, and since we musn't be extravagant enough to demand whole lengths, pieces the size of the Saturday Evening Post are put together for the lining. For interlining, nothing so expensive as cotton batting; rather, bushels of scraps from the Red Cross electric cutting machine are brought in boxes, and outing flannel pieces of all shapes and small sizes are seamed together, two thicknesses for each quilt. Arrangements too have been made with the laundries by which they turn over all the well-cleansed "fuzz" left in the machines in washing blankets of cotton or wool;—did you realize how palpably thinner your blankets are each time they are cleaned? There are many bags of these fluffy scrapings used for filling quilts and pillows.

Aside from the workroom sewing, there were 1,320 bandages made under the care of the sanitation classes. Once a week, too, five squads of high school boys, eight under a captain, met on either of two regular evenings at the Red Cross rooms to make gauze dressings. Many of our finest leaders were in these groups. Groups of girls also worked there each Saturday morning more or less regularly, under voluntary supervision of a teacher. About 8,000 dressings were checked up to the credit of these high school pupils.

One of the school activities that has developed into a recognized branch of home service is the collecting of fragments of lunches. Boxes are placed at convenient spots, and pupils are asked to drop into them sandwiches, fruit, eggs, pieces of cake or pie, any article that they have brought for their own lunch but have not wanted. A regular committee of girls gather these pieces, wrapping each one separately and neatly in oiled paper. Each afternoon a girl takes a generous package over to the Mexican school, where, at the next noontime, the little Mexican children have a treat added to the soup or milk that the district provides for their penny lunches. On Friday the food is sent to a day nursery. The children look forward to it with eagerness, and it helps to feed some very needy people; while many high school pupils are learning to be thoughtful and saving, and sometimes to sacrifice dainty bits that they would really enjoy, but choose to give instead. The girls kept a record, as they do of most of their work; and in one semester 4,450 articles of food were sent—surely worth the saving!

I haven't mentioned Thrift Stamps, though campaigns for the sale of them have flourished. Here again it was by invoking class rivalry that the most amazing results were obtained. Our records went up into many thousand dollars; but as that came partly through the aid of generous relatives, it doesn't seem exclusively high school work. There were class entertainments, however, with much hard labor expended. One class made between three and four hundred dollars; bought Liberty bonds, and gave

them to the scholarship fund, thus putting the money to double use.

One experiment that surprised us in the value of its results was the organized summer work among the girls. Of course almost every high school boy worked,—“got a job” as soon as school closed in June, and earned a goodly sum as well as doing his patriotic duty. The girls were given cards before school closed, suggesting various lines of service and asking if they would volunteer for any of them. They stated on these cards what work they preferred to do, what days they would give, through what part of the summer. Between three and four hundred girls volunteered in this way, and their statements were filed where they were accessible; all summer groups were available to the various organizations, while officers have been testifying, since our return, to the value of their work. Almost thirty took the six weeks course as chapter students in the Red Cross. Others were on hand as pledged, in the Red Cross work rooms, French and Italian Relief headquarters, Navy League, or Y. W. C. A. or another canning center. They were eager to work, of course; but by organizing their labor it was made much more available at places where it was especially needed.

This year has started in with many plans afoot for continued helpfulness. The workroom is already open; the spirit is more eager and earnest than ever before. We mean to do all we know how in our school to be of service.

Do I get sufficient inspiration from my present employment to give my daily work the kind of character that will live in the days to come?

Do one thing superbly well and you will be ready for a bigger task.

Don't waste time waiting for a chance to kill two birds with one stone—stones are more plentiful than birds.

And this for comfort thou must know;
Times that are ill won't still be so;
Clouds will not forever pour down rain,
A sullen day will clear again.

RECONSTRUCTED TEACHING IN NUTRITION

Mary G. McCormick, Supervisor of Nutrition of School Children, State Department of Education, Albany, N. Y.

THE process of Reconstruction seems to be in operation in almost every field; there appears to be a universal trend toward critical examination and subsequent remodeling. In some places, the spirit of scrutiny is found merely as the result of the tendency of the individual to imitate what is general; in other places, the spirit of self-criticism and willingness to reconstruct, spring from a cause far more urgent than that of instinctive imitation. As soon as any process, carried on over a period of years, proves inadequate when subjected to a fair test, then reform is demonstrably needed.

Since our entrance into the Great War, a critical scrutiny has been taking place in the field of education, and has revealed the fact that reconstruction is needed there. When the medical examination of men of the draft age showed a surprisingly large number to be unfit physically for military duty, and when this unfitness was found often to be due to physical defects existing since childhood, the leaders of education realized that their responsibility to the child consisted in promoting normal physical development, quite as much as in promoting normal mental development, and that they must be willing to reconstruct the entire curriculum, if necessary, in order to assign in it a place for health education commensurate with its importance.

Among the physical defects commonly noted in the army examinations were those of malnutrition and the diseases to which malnutrition predisposes. Here, then, in the study of nutrition, is an important phase of health education, and we must examine ourselves to see where, in the past, our teaching of this subject has been deficient. It is undeniably true, that malnutrition may be caused by poverty as well as by ignorance; but in so far as ignorance is a cause, the schools are at fault.

Since reconstruction implies that in the rebuilding, there be a utilization of old materials in so far as they may be made

to fit into the new structure, we ought to take stock of our old methods and subject matter in teaching nutrition, and see how far, if at all, we may still find use for them.

Instruction in nutrition is not new in our elementary grades. It was given as part of the work in hygiene. The hygiene of digestion was stressed; the child was taught that fried foods, rich cake, rich puddings and pies taxed the digestive powers and therefore should be avoided. He also learned the value of ballast in the diet. He was taught that tea, coffee and tobacco had no food value and were harmful to his nervous system. He learned that thorough mastication promoted ease of digestion, and that regularity in meals was a habit to be cultivated. This part of the former teaching was good and will be carried over and given a prominent place in the reconstructed nutrition programme.

In addition to lessons on the hygiene of the digestive tract, the former school instruction in nutrition aimed to teach food values and the nutritive requirements of the body. The pupil was told that protein, fat and carbohydrate were the chief constituents of food, and he learned the foods that were rich in these substances. He was also taught that in the diet some kind of proportion between these constituents was necessary. In the minds of many, this desired proportion entitled the ration to be called "balanced." He learned that protein was needed as a repair material, and that special heed must be paid lest the diet furnish too little protein. The mineral constituents in the diet were usually referred to as being present in small amounts in food, but nevertheless as necessary elements. But the subject matter was all rather vague and probably incapable of personal application. What he learned had little influence on his subsequent food habits. The child on leaving school did not know what his own energy requirement was, nor how to calculate it. He did not know the energy value of the common articles of diet.

Moreover, he was erroneously taught that foods might be divided into two classes—the energy foods and the repair foods—erroneous, since the foods which contain repair material may also be a source of energy. In addition, the protein standards taught were those of the earlier investigators, and are now found to be too high. In this connection, we must remember that such studies of family food consumption as have been made tend to indicate that there is little danger of protein deficiency in the diet, when the total energy requirement is met. Here we have another reason for teaching the energy requirement and the energy value of foods.

Although the protein requirement was over-emphasized in the old teaching, the mineral requirement received too little attention. We are not doing justice to the importance of the mineral matter when we dismiss it with a few remarks about the small amounts of it found in food and by the general statement that it is necessary in the diet. Children must be taught that the mineral elements are building material, and are just as indispensable for true growth as is protein. Inasmuch as the studies of family food consumption previously referred to have indicated that there is a serious danger of insufficient mineral matter in the diet, it would seem necessary to teach not only the importance of these substances but also the foods that are especially rich in them.


One cannot proceed very far in discussing nutrition without entering the field of comparative food values and food economics. What foods are interchangeable and what foods are not interchangeable? When the potato soared in price, a couple of years ago, how many people knew enough of comparative food values to be able to select a substitute that was equally nutritious and at the same time not expensive? When one wishes to increase the iron content of his dietary, what foods will he use, if meat and eggs and spinach are beyond the scope of his purse?

We have said that reconstruction implies a utilization of old material in so far as that is possible. Reconstruction also implies the necessity for bringing

new material into service when its need is apparent. The reconstructed course in nutrition will make use of the former instruction on the hygiene of the digestive tract. On the other hand, we shall have to remodel and supplement with new material, our former teaching on food requirements. We shall teach the older children the calorie requirements per pound weight for the various ages, and each child in the upper grades will be able to calculate his own energy requirement. We shall make him familiar with the 100 calorie portions of the common foods. He will be taught that normal growth takes place only when the energy requirement is met by a suitable selection of foods rich in building material, and he will learn that mineral matter is quite as essential as protein and much more apt to be deficient in the dietary. He will be taught that protein, fat and carbohydrate all contribute to the energy requirement of the body, and that as far as the energy requirement is concerned, it is not necessary to calculate these separately. He will be taught the various factors that influence the energy requirement and how to calculate. The importance of normal gains in weight will be impressed upon him and he will realize that a child who is underweight is undernourished. He will therefore acquire the habit of weighing himself regularly.

He will be taught that a knowledge of food values will enable him to select the foods that will guarantee sufficient protein, mineral matter, and growth promoting substances without daily calculations, and that a "balanced ration" does not depend on some vague law of proportions. He will know what his own food requirements are and his knowledge of comparative food values will lead him to an intelligent choice of food.

Kites rise highest against strong winds, and men attain the greatest eminence as they surmount the greatest difficulties.

What we call genius is merely the total power generated by a multitude of useful things well done. 

REPORT OF THE PRESIDENT OF THE NEW YORK STATE TEACHERS' ASSOCIATION.

To the Members of the House of Delegates, Superintendents and Teachers:

ANOTHER year for the teachers in the State of New York has become a matter of history and it gives your President a special and peculiar pleasure to place before you something of the work that has been accomplished during the past twelve months.

I am pleased to report that the feeling of common interest and co-operation which has pervaded the teaching force of the State of New York during the time of my administration, has been most satisfactory, without which the success of no undertaking could have been brought about. I wish to take this opportunity to thank the teachers of the State of New York and more especially, the members of the different committees, who have so untiringly labored to bring about the results for which you were all looking and to which you were most certainly entitled.

MINIMUM SALARY BILL

The most important event of the year, and in fact, I believe one of the most, if not the most, important event in the history of the Association, was the legislation enacted during the session of the legislature in 1919 in the city of Albany, on the nineteenth day of April, and was signed by the Governor on the nineteenth day of May,—Bill number 1919 and the last chapter of the laws of 1919, namely, the Minimum Salary Bill.

Immediately upon assuming office I became convinced that this was the year in which something ought and possibly might be done in the way of an increase of salary, for the teachers of the State of New York.

In order to become more familiar with the matter of salaries, I corresponded with heads of Education Departments of most of the states. After which I called the legislative committee and some members of the executive committee into a conference at Albany. After careful deliberation and survey of the conditions in Albany and of the sentiment in favor

of such action, it was decided that the matter would have to be supported by a stronger sentiment than at that time existed, in order that the desired condition might be brought about.

The final enactment of the Salary Bill was a result of a lengthy, strenuous, energetic campaign put on by the officers of the State Teachers' Association, together with the aid and assistance of the members of the department and also the leaders of the legislature, who believed that the situation was acute and something must be done.

Your President spent seven weeks, during the session of the legislature in the city of Albany, during which time seven different bulletins, upon the teachers of the State of New York, were prepared and printed and distributed to the members of the legislature and also to superintendents of the state. After the distribution of these bulletins a campaign of letters was put on with the result that the members of the legislature were made acquainted with the sentiment of their districts. These letters were supplemented by petitions from every supervisory unit in the state until the number of signatures went into the thousands, way beyond the physical ability to tabulate.

In carrying out this work, your President transmitted over four hundred telegrams, more than one thousand personal letters and over two thousand circular letters. It should be said, for the information of the teachers of the State of New York, that the cost of this campaign was \$1,350.00, which money was spent for telegrams, telephones, postage, express, printing, railroad fare, and hotel bills. If there is any criticism of the expenditure of this amount of money, your President assumes full responsibility for the initiative of the work which caused such expenditure and which resulted in the passage of the Minimum Salary Bill.

Some provisions of the Salary Bill should be amended as the time given to the construction of the final State Wide Bill was so limited, that it was impos-

sible to work out proper schedules and directions for all classes of teachers. We expect this can be remedied during the coming session of the legislature.

As President I am pleased to be able to report that during the year it has been possible for me to visit sixty-eight different supervisory districts and carry to the teachers of those districts a message from the State Teachers' Association. I was everywhere received with cordiality and welcomed with the true spirit of co-operation. It was indeed a pleasure to meet so many teachers in the various localities. In addition to these visits and to the labor given to the Salary Bill, the President has done the following work in support of the various other activities of the Association. There have been sent 154 telegrams, there have been written 1,536 personal letters and there have been distributed 42,483 circular letters on different topics and for different purposes, in which the teachers of the State of New York are vitally interested.

The House of Delegates at Albany, November 25, 1918, instructed the officers of the Association to procure an actuary and submit at the coming meeting a report of such actuary upon a Retirement Fund based upon an actuarial basis and continued the committee which had been appointed by President Weet, for this most important work. The executive committee, at a meeting held in Syracuse, decided to place an assessment of twenty cents per teacher on the teaching force of the state for the purpose of carrying out the instructions of the House of Delegates with reference to the Retirement Fund. The success of carrying this matter out according to the instructions given is shown by the report of Mr. Buck, published in this number of the Journal. All bills have been paid, up to the present time, and the assessments are still coming in, so that it looks favorable for a fund sufficient to put on a campaign for the enactment of a Retirement Fund Law, along the line laid down by your actuary, Mr. Buck.

The work of the committee on the Retirement Fund is to be commended and the teachers of the state should realize the value of the work done by this most excellent committee, without which the

undertaking must have been a failure.

Because of the inability to hold the meeting last year, the membership necessarily dropped to a low figure, about three thousand. The membership has, however, continued to grow during the past year until the present number practically reaches the high water mark in the history of the Association, namely, nine thousand members, and the memberships are still coming in. This support is indeed gratifying and we believe the membership of the Association will have doubled the highest number ever reached, at the Albany meeting this month.

Again I wish to express my appreciation of and gratitude to the great teaching force of the State of New York and especially to the city, village and district superintendents, who have so willingly co-operated with me in the work which we have done, without which all the labor of your executive must have failed.

I trust that what I have done will meet with your approval and I commend the whole activity of the past year to your thoughtful, loyal and patriotic consideration and I hope that my successor will continue these activities along the lines laid down and that next year will not only see the same activities but an added impetus, which is necessary to bring about a condition somewhat approaching the result to which the teachers of this great state are entitled.

J. S. WRIGHT.

REPORT OF THE ACTUARY FOR THE NEW YORK STATE TEACHERS' ASSOCIATION

The report of Mr. George B. Buck, the Consulting Actuary for the New York State Teachers' Association, is published in full in this number, and is worthy of the careful consideration of every teacher in the State of New York. The facts, as set forth in this report, together with the deductions therefrom, by so competent an authority as Mr. Buck, call for a careful study by the teachers of the state in order that they may intelligently settle the matter of a Retirement Fund.

HOUSE OF DELEGATES

The importance of the question to be voted upon at the meeting of the House of Delegates in Albany on November 24th and 25th, should cause every city, village, and supervisory district of the state to be represented by their full quota of delegates.

The officers and committees of the State Association hope that the teachers will be represented by the largest delegation ever attending, so that all teachers may feel that they have been represented in the settlement of a question so vital to their interests.

May we ask that all school people of the state make an extra effort to see that this meeting is attended by the number which its importance demands.

BOOK NOTICES

"The Great Pike's Peak Rush," or, "Terry in the New Gold Fields." By Edwin L. Sabin, author of "The Boy Settler," etc. Illustrated by Fisk, 8vo. Thomas Y. Crowell Co., New York.

In a former series of boy's stories, this well-known writer has depicted different phases of Western life of former days, such as ranching and herding. The present story is the second of a new series which promises to be no less exciting and picturesque.

Every boy who has previously devoured a Sabin book will need no second invitation to begin this one; and he will end with a good inside knowledge of a very important period in the development of the West.

A Story of Our National Ballads. By C. A. Browne. Cloth, illustrated, 250 pp. Price \$1.25 net. Thomas Y. Crowell Co., New York

Teachers of History of Music will find good reference material in C. A. Browne's book "The Story of Our National Ballads," published by T. Y. Crowell Co. The interesting historic incidents related in connection with the birth of our national ballads can be better appreciated and will cling more vividly and longer in the mind of the student, if a short time elapses between the reading of each story.

J. M. W.

La Belgique Triomphante. Ses Luttes, ses Souffrances—sa Liberte. Par L'Abbe Joseph Larsimont, Assistant Directeur du Bureau Belge de New York. Cloth, illustrated, ix+311 pages. Price, \$1.40. World Book Company, Yonkers-on-Hudson, New York.

This is a textbook unique among all those readers designed for the use of beginners in French. It centers the student's attention on a phase of Gallic civilization which exists outside France proper, yet has for centuries been an integral part of French culture. The purpose of the book is to furnish easy reading matter for students of French, to give an account of the growth and development of the Belgian people, to describe the cities and customs of the people and to make use, in so far as possible, of the pupil's already awakened interest in the story of Belgium and the Belgians.

The book is made attractive by the nature of its content and the many illustrations and is made a working tool for pupil and teacher by the complete equipment of exercise and pedagogical helps.

A School History of the Great War.

By Albert E. McKinley, Professor of History, University of Pennsylvania; Charles A. Coulomb, District Superintendent of Schools, Philadelphia, and Armand J. Gerson, District Superintendent of Schools, Philadelphia. Cloth, 16mo., 192 pages. With numerous maps. Price, 60 cents. American Book Company, New York, Cincinnati, Chicago, Boston, Atlanta.

"A School History of the Great War" is an historical narrative covering the course for Grades Seven and Eight and was written by the authors of an "Outline of an Emergency Course of Instruction on the War," published by the United States Bureau of Education in August, 1918. Even in high schools it may be used advantageously for brief study.

In this book the story of the World War and America's part in the great fight for liberty, democracy and civilization is told in a concise and impressive manner. The pedagogical apparatus includes references to source material and suggestions for study, numerous maps, chronology, etc.

BOOKS RECEIVED

- BREASTED, JAMES HENRY. "Survey of the Ancient World." Cloth, xi-117 pp, illustrated. Price, \$1.40. Ginn & Company, Boston, New York, Chicago.
- MOORE, ANNIE E. "Pennies and Plans." A First Reader. Cloth, illustrated, 128 pp. Price, \$1.12. The Macmillan Company, New York.
- LARSIMONT, L'ABBE J. "La Belgique Triomphante." Ses Luttes, Ses Souffrances-sa Liberte. Cloth, illustrated, ix-311 pp. Price, \$1.40. World Book Company, Yonkers-on-Hudson, N. Y.
- MCKINLEY, ALBERT E., COULOMB, CHARLES A., GERSON, ARMAND J. "A History of the Great War." Cloth, maps, 192 pp. Price, 60c. American Book Co., New York, Cincinnati, Chicago.
- DOOLEY, WILLIAM H. "Principles and Methods of Industrial Education. For Use in Teacher Training Classes. Cloth, illustrations, xi-257 pp. Price, \$1.60. Houghton Mifflin Co., Boston, New York, Chicago.
- LEONARD, NELLIE M. "Grand-Daddy Whiskers, M. D." Cloth, illustrated, 104 pp. Price, 75c net. Thomas Y. Crowell Company, New York.
- CARY, M. "French Fairy Tales." Cloth, illustrations, 300 pp. Price, \$1.25 net. Thomas Y. Crowell Company, New York.
- GASK, LILIAN. "A Treasury of Animal Stories." Cloth, illustrated, 128 pp. Price, 50c net. Thomas Y. Crowell Company, New York.
- BROWNE, C. A. "A Story of Our National Ballads." Cloth, illustrated, 250 pp. Price, \$1.25 net. Thomas Y. Crowell Company, New York.
- McFEE, INEZ N. "A Peep at the Front." Stories of the Great War for Boys and Girls. Cloth, illustrated, 250 pp. Price, \$1.25 net. Thomas Y. Crowell Company, New York.
- MARDEN, ORISON S. "Ambition and Success." Cloth, illustrated, 80 pp. Thomas Y. Crowell Company, New York.
- LAING, GRAHAM, A. "An Introduction to Economics." Cloth, 465 pp. Price, \$1.20. The Gregg Publishing Co., New York, Boston, Chicago.
- WEEKS, RUTH M. "Socializing the Three R's." Cloth, vii-182 pp. Price, \$1.12. The Macmillan Company, New York.
- PEARSON, HENRY C. and SUZZALLO, HENRY. "Essentials of Spelling." Cloth, 208 pp, complete. Price, 40c; Part 1, price, 24c; Part 2, price, 32c. American Book Co., New York, Cincinnati, Chicago.
- RITTENHOUSE, CHARLES F. "New Modern Illustrative Bookkeeping." Cloth, Introductory Course, 152 pp. Price, \$1.20. Advanced Course, 324 pp, Price, \$1.20. American Book Co., New York, Cincinnati, Chicago.
- FRITZ, ROSE L. and ELDRIDGE, EDWARD H. "Essentials of Expert Typewriting." A short course in touch typewriting. Cloth, illustrations, charts, etc. Price, \$1.00. American Book Co., New York, Cincinnati, Chicago.
- MOORE, RANSOM A. and HALLIGAN, CHARLES P. "Plant Production." Part 1, Agronomy, Part 2, Horticulture. Cloth, illustrations, 428 pp. Price, \$1.44. American Book Co., New York, Cincinnati, Chicago.
- SCOTT, SIR WALTER. "Guy Mannering," or The Astrologer, Abridged. Cloth, 536 pp. Price, 32c. The Macmillan Company, New York.
- WILLIAMS, JESSE F. "Healthful Living." Based on the Essentials of Physiology, for the High School Pupil. Cloth, illustrations, 445 pp. Price, \$1.20. The Macmillan Company, New York.
- WOODBURN, JAMES A. and MORAN, THOMAS F. "Elementary American History and Government." Cloth, illustrations and maps, 578 pp. Price, \$1.20. Longmans, Green & Co., New York, Chicago.
- LEIPER, M. A., and FOSTER, L. E., and WEATHERS, E. B. JR. "The New-Idea Speller." Cloth, illustrated, xii-236 pp. Price, 40c. Ginn & Company, Boston, New York, Chicago.
- FIELD, WALTER TAYLOR. "Readings from English and American Literature." A Textbook for Junior High Schools and Upper Grammar Grades. Cloth, illustrated, x-612 pp. Price, \$1.00. Ginn & Company, Boston, New York, Chicago.

The Rotation Plan

Of Vitalizing the Teaching of Agriculture is the Biggest Idea in Education Since the Time of Horace Mann. It is Destined to Vitalize Our Entire Educational System.—Dr. A. E. Winship.



SPLICING ROPE
A Practical Problem in Real Life

THE Rotation Plan is attracting the attention of educators and farmers everywhere. It is rebuilding school houses. It is putting new life into communities and rural schools. It is increasing the salaries of teachers from \$10 to \$40 a month. It is revolutionizing the teaching of Agriculture in Missouri. South Dakota and Oklahoma have adopted this plan; other states are planning to adopt it.

The Rotation Plan teaches real things—not just words, words, words.

The Rotation Plan rotates the subjects—does not teach the same things year after year; does not skim, leaving nothing crisp and new for the next year.

The Rotation Plan not only rotates the teaching of Agriculture but it rotates the work in Arithmetic, Language, Spelling, and all other subjects.

If you want to know how the Rotation Plan vitalizes schools and communities—what school directors, superintendents, teachers, parents, and children say about it—how superintendents can introduce it into their schools—how teachers are vitalizing arithmetic, spelling, reading, writing, language, and every other subject, the following booklets will be sent to you **free** upon application, but don't write for them unless you really want to do something worth while for your state, your county, your school and your community. It will be a waste of your time and money as well as ours.

- 1. How to Vitalize the Teaching of Agriculture in the Rural Schools.**
- 2. Better Country Schools for Missouri.**
- 3. The Rotation Plan—What It Is; What It Does.**
- 4. Vitalization Through Rotation.**
- 5. Stencils Vitalize School Work.**

The purpose of this Department is to help those who want to help the boys and girls of America.

What is known as the Rotation Plan for vitalizing the teaching of Agriculture is attracting nation-wide attention. It is in our opinion one of the big educational ideas of recent years and should be given most thoughtful consideration by all educators.

W. J. BEECHER,
Editor,
Normal Instructor-Primary Plans.

Ask for list of Agricultural Charts, Lantern Slides, Booklets, Stencils, Working Drawings, Mottoes, etc.

**You Can Teach Agriculture in Your School—
You May Think You Can't But You Can.**

INTERNATIONAL HARVESTER CO., Inc.
Agricultural Extension Department
P. G. Holden, Director Harvester Bldg., Chicago

NOVEMBER

Ordinarily the Quietest Month of the Year in Agency Work promises to offer this season a good many vacancies, as well as many good vacancies

From the \$5,000 principalship of a technical school, the \$2,500 position as model teacher in a normal school, down through all the high school vacancies and grade positions usually arising, to the \$900 or \$1,000 places for rural teachers, there have come to us almost numberless calls since schools opened, representing, besides New York State, North, East, South and West. Available teachers may receive from \$200 to \$300 more than last year if they have access to the positions for which they are fitted.

Also, it is not too soon to consider next year

as places open up soon after the Holidays, and superintendents come to us early for confidential information. One superintendent wrote us in August of this year: "I was very much interested in the credentials of both Miss—— and Miss——, but owing to an unusual piece of good luck I was able to secure the return of a former teacher, whose record here was very good. But for this I should surely have hired one of these two young ladies, as their qualifications were the best of any applicants which I received."

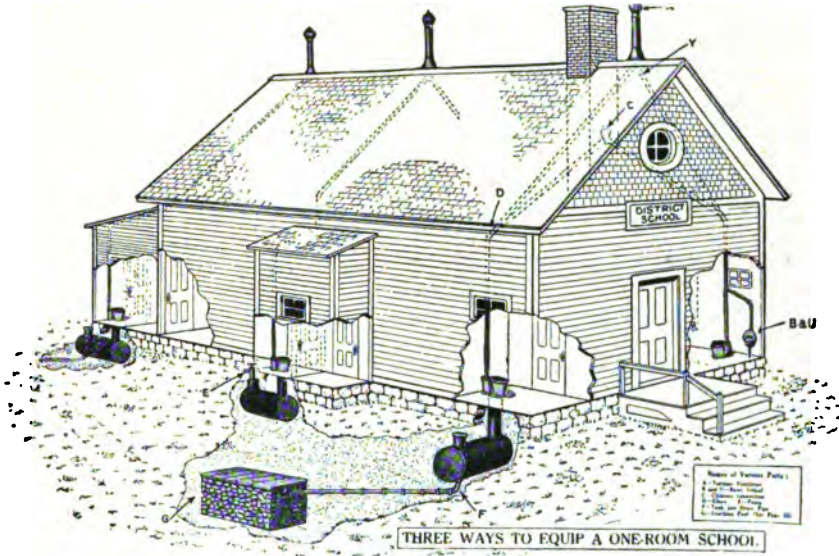
Confidence of superintendents and confidence of teachers make a fit combination for successful Agency work

The School Bulletin Teachers Agency

C. W. BARDEEN, Manager, SYRACUSE, N. Y.

Kaustine

TOILET SYSTEMS



Provide Sanitary Disposal of Sewage

They are endorsed by Health Authorities everywhere. They are easily installed because no water or sewer is needed.

Write to
KAUSTINE COMPANY, Inc., Buffalo, N. Y.
for full particulars

ALSO MANUFACTURERS OF SEPTIC TANKS

Before Purchasing SCHOOL FURNITURE

Do not fail to send for our catalog and prices of

Movable Chair Desks

Tablet Arm Chairs

Combination Desks

Auditorium Chairs

Teachers' Desks

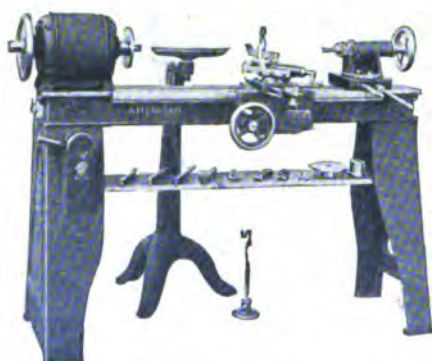
Portable Folding Chairs

"EMPIRE" furniture means QUALITY

EMPIRE SEATING COMPANY, Inc.

430 East Main Street, Rochester, N. Y.

American Woodworking Machines FOR VOCATIONAL SCHOOLS



American 12-in. Speed Lathe

The American Woodworking Machinery Company pioneered the way for the teaching of woodworking in schools long before the Smith-Hughes Law became effective, giving federal aid to the various states. In the early day of Manual Training, American Woodworking machines were factors in making woodworking courses successful. Because of the service rendered and the high standard of quality maintained, American Woodworking Machines are the most satisfactory for vocational schools.

USED NATIONALLY

American Woodworking Machines are in use in all the leading furniture factories and cabinet shops in the country—where machines are bought on a long-term basis. Their price is of minor or secondary importance.

IN SCHOOLS

If there is any place where the very best tools should be used it is in the vocational school. To buy cheap machines poorly constructed and inefficiently guarded. "The American Woodworking Machinery Company"

A New Catalog

We have just completed our new complete line of woodworking machines

American Woodworking Machinery Company

Please mention the "Journal" when corresponding with advertiser.

Digitized by Google

The Journal

of the New York State
Teachers' Association



Published Monthly at Rochester by
The New York State Teachers' Association

January, 1920

The Journal

of the New York State Teachers' Association

Entered as second-class matter at the Post Office, Rochester, N. Y., February 17, 1914. Acceptance for mailing at special rate of postage provided for in section 1103, Act of October 3, 1917, authorized September 12, 1918.

Published monthly by the New York State Teachers' Association on the 15th day of January, February, March, April, May, June, October and November, at 5 South Water Street, Rochester, N. Y.; A. G. BROOKS, Publisher.

EDITORIAL COMMITTEE: DR. HERBERT S. WEET, DR. GEORGE P. BRISTOL, DR. ALFRED C. THOMPSON, RICHARD A. SEARING.

CHANGE OF ADDRESS. Members of the Association and subscribers should notify the Secretary, Richard A. Searing, North Tonawanda, promptly of any change of address. **COMMUNICATIONS** should be addressed to the Secretary, Richard A. Searing, North Tonawanda.

SUBSCRIPTION PRICE for the JOURNAL to all who are not members of the New York State Teachers' Association is \$1.50 per year, eight issues. Postage is prepaid.

ADVERTISING. Application for advertising space and rates should be made to the Publisher, A. G. Brooks, 5 South Water Street, Rochester.

NEW YORK STATE TEACHERS' ASSOCIATION

Officers, Nineteen Hundred Twenty

President—JUDSON S. WRIGHT, Falconer.

Vice-President—H. D. DE GROAT, Cortland.

Secretary—RICHARD A. SEARING, North Tonawanda.

Treasurer—W. H. BENEDICT, Elmira.

Executive Committee: Terms expire in 1919—DR. A. C. THOMPSON, Brockport; H. M. SCHWARTZ, Iliou. Terms expire in 1920—MRS. ROSE MINNICK, Glens Falls; C. EDWARD JONES, Albany. Terms expire in 1921—DR. H. S. WEET, Rochester; W. E. PIERCE, East Aurora.

Ex-Officio Members—President JUDSON S. WRIGHT, Secretary RICHARD A. SEARING, Treasurer W. H. BENEDICT.

Committee on Legislation—Chairman, SUPT. JOHN A. DE CAMP, Utica; SUPT. ERNEST C. HARTWELL, Buffalo; SUPT. H. D. HERVEY, Auburn; SUPT. DANIEL J. KELLY, Binghamton; SUPT. CHARLES H. CHERNEY, White Plains.

Committee on Teachers' Welfare—Chairman, DR. THOMAS D. WOOD, Columbia University, New York City; DR. CLINTON McCORD, Albany; MISS GERTRUDE BACON, State Normal School, Buffalo; SUPT. J. MURRAY FOSTER, Corning; MISS MABEL SIMPSON, Rochester; MRS. DOROTHY CONNOLLY, Jamestown; SUPT. L. W. SWAIN, Westfield; DR. A. R. BRUBACHER, Albany; EDWARD F. BROWN, New York City.

Special Committee on Teachers' Pensions—DR. A. R. BRUBACHER, Chairman, Albany; MR. RAY P. SNYDER, New Hartford; MISS ADA M. BAKER, North Tonawanda.

Special Committee on State-Wide Organization—Chairman, DR. A. R. BRUBACHER, Albany; SUPT. A. M. CROOP, Newark; DISTRICT SUPT. M. GAZELLE HOFFMAN, Lewiston; JAMES WINGATE, Schenectady; ERNEST L. CRANDALL, Brooklyn; MISS OLIVE M. JONES, New York City; MRS. GRACE FORSYTHE, New York City.

SECTION CHAIRMEN—1919

Classical Section—Pres., GEORGE D. KELLOGG, Union College, Schenectady; *Commercial*—Pres., G. M. YORK, State College for Teachers, Albany; *Elocution*—Pres., H. M. TILGROVE, Syracuse University; *English*—Pres., A. B. SIAK, West High School, Rochester; *Evening Schools and Americanization (Evening School and Immigrant Education Sections combined)*—Pres., W. C. SMITH, State Education Dept., Albany; *Fine, Industrial and Household Arts*—HARRY W. JACOB, Buffalo; (a) *Fine Arts*—Vice-Pres., EUNICE PERRINE, State College for Teachers, Albany; (b) *Household Arts*—Pres., MARION VAN LIRW, State College for Teachers, Albany; (c) *Industrial Arts*—Vice-Pres., ALFRED BIRCH, Buffalo; STEWART F. BALL, Buffalo; *History Association*—Pres., EDWARD P. SMITH, High School, North Tonawanda; *The New York State School Hygiene and Physical Education Association, meeting as a section of the New York Teachers' Association*—Pres., LAWRENCE S. HILL, 815 Myrtle Ave., Albany; *Kindergarten*—Pres., LUELLA A. P. 510 West 123rd St., New York City; *Library Section*—Pres., ALLEN ABBOTT, Columbia University, New York City; *Mathematics*—Pres., E. E. ARNOLD, State Education Department, Albany; *Modern Language Association*—Pres., DR. NEW YORK CITY; *Music*—Pres., MISS EMMA J. DEVERDORF, Gloversville; *Normal and Training School*—Pres., VILLE B. JEFFERS, President, Training School, Schenectady; *Penmanship*—Pres., ALICE E. HENBOW, Schenectady; *Physical Education*—Pres., LUTHER N. STREBLE, Canandaigua; *Rural School*—Pres., SUPT. M. B. FURMAN, East Rochester, 21 Monroe Co.; *Section of New York State Council of Elementary School Principals and Teachers*—Pres., NAT G. WEST, School No. 6, Rochester; *Science Section*—Pres., B. O. BURGIN, Albany High School; *School Administration*—Pres., CHARLES S. WILLIAMS, Hudson; *Subnormal and Backward Children*—Pres., LILA MARTIN, Dept. of Education, Rochester; *N. Y. State Science Teachers' Association*—Pres., H. A. CARPENTER, West High School, F. Sec.-Treas., E. E. FORD, West High School, Rochester.

GOVERNOR COOLIDGE *and* TY COBB

Governor Coolidge says about **TURKINGTON'S MY COUNTRY** that he wishes that "the entire youth of the nation might learn the true patriotism and citizenship this volume teaches."

Ty Cobb says that **TURKINGTON'S MY COUNTRY** "is full of inspiring information" and that he wants his two boys to read it, since "it will make them proud of their country and anxious to make their lives count for the most."

When two such men and many others equally prominent bear testimony like this to the value of a textbook, isn't it something which would interest you with a view to its use with your pupils? Make good Americans of them by placing in their hands

Turkington's My Country

GINN AND COMPANY, PUBLISHERS
70 FIFTH AVENUE, NEW YORK



NEW YORK STATE REQUIREMENTS



Poems and Prose for Reading and Memorizing

Specially prepared to meet the requirements of the
Elementary Syllabus in Language and Literature for

NEW YORK STATE, 1919

Riverside Literature Series

GRADES ONE AND TWO

R. L. S. No. FF, paper . . \$0 .24
75 Selections

GRADE THREE

R. L. S. No. GG, paper . . .24
44 Selections

GRADE FOUR

R. L. S. No. HH, paper . . .24
50 Selections

GRADE FIVE

R. L. S. No. JJ, paper24
45 Selections

GRADE SIX

R. L. S. No. KK, paper . . .24
43 Selections

GRADE SEVEN

R. L. S. No. LL, paper . . \$0.24
37 Selections

GRADE EIGHT

R. L. S. No. MM, paper . . .24
41 Selections

These books meet the requirements in
literature for Grades VII and VIII.

Aldrich. Marjorie Daw,
Goliath, and other Sto-
ries. R. L. S., No. 265,
paper \$0.24

Wiggin. Rebecca of Sun-
nybrook Farm. R. L. S.
No. 264, cloth64

Sharp. Ways of the Woods.
R. L. S., No. 266, paper .28

Send for complete descriptive price list of
Selections for Reading and Memorizing

HOUGHTON MIFFLIN COMPANY

BOSTON

NEW YORK

CHICAGO

Visual Instruction

WITH Spencer Delineascope MODEL 3

is made perfect because it is an *Ideal Stereopticon* for both lantern slides and opaque objects, such as post cards, pictures, reading matter and materials of all kinds, dead or alive.

IDEAL, because it embodies basic ideas (patented) possessed by no other.

Example: Mechanical means for handling the slides, which does away with the old, antiquated lantern slide holder and at the same time gives a "dissolving effect" on the screen, unattained with other outfits except by using two stereopticons, one above the other.

One Spencer Delineascope does it



Spencer Delineascope, Model 3, for both lantern slides and opaque objects. 1000 Watt Mazda lamp, complete, \$150

New illustrated booklet K-10 sent on request



SPENCER LENS COMPANY, Buffalo, N. Y.

MANUFACTURERS

MICROSCOPES, MICROTOMES, DELINEASCOPIES, Etc.



Macmillan Pocket Classics

The universal popularity of this series is due to the convenient size, excellent editing, and uniform price—also to the fact that the series includes 175 volumes, meeting the needs of every high school course in literature.

SOME NEW VOLUMES

American Democracy from Washington to Wilson (Finley and Sullivan)

American Patriotism in Prose and Verse (Gathany)

Bryce on American Democracy (Fulton)

Curtis: Prue and I, and the Public Duty of Educated Men (Brecht)

Dickens: Oliver Twist (Pine)

Hawthorne: The Scarlet Letter (Seay)

Kingsley: Westward Ho (Leonard)

Palgrave: Golden Treasury (new edition, with additional poems)

Scott: Guy Mannering (Case)

Scott: Rob Roy (Musgrove)

Selections from American Poetry (Carhart)

Shakespeare: Coriolanus (Weiser)

OTHER NEW SCHOOL EDITIONS

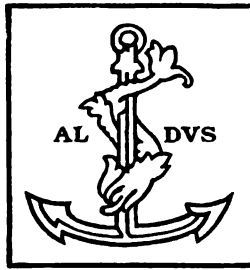
Neihardt: The Song of Hugh Glass

Morgan: Theodore Roosevelt: the Boy and the Man (in press)

Riis: The Making of An American

Send for
Descriptive List

THE MACMILLAN COMPANY, 64-66 Fifth Avenue, New York



The Anchor and the Dolphin —the sign of **The Aldine Group of Textbooks**

on Reading, Spelling, and Language, which, with respect to educational, artistic, and mechanical features, is the most distinctive product of one of the most important industries of our country.

NEWSON & COMPANY, Publishers

73 Fifth Avenue, NEW YORK

623 S. Wabash Avenue, CHICAGO



*"Two such roly-poly babies you
never did see!"*

*Mother Black Bear had named them
Woof and Twinkly Eyes"*

So begins

The Adventures of TWINKLY EYES The Little Black Bear

By ALLEN CHAFFEE. Illustrated by PETER DA RU

Get this new and fascinating story of Old Mother Black Bear and those "rollicking black balls of mischief," her two cubs. Chapter after chapter of the most wonderfully written experiences take you out into the environs of green forests, open fields, and, child or grown-up, at once delight and instruct you in the habits of the wood's babies. No better animal story has been written.

Beautifully printed and bound - Price, \$1.25

MILTON BRADLEY CO.

Springfield, Mass.



The De Groat-Hayes System of Problem Solution in Arithmetic

**By H. DE W. DE GROAT, Principal of the Cortland State Normal School, Author of
the De Groat Compact Efficiency Drills in Arithmetic,**

and

INA M. HAYES, Supervisor of Arithmetic, Cortland State Normal School

**FOR GRAMMAR GRADES
AND METHOD CLASSES**

The De Groat-Hayes System of Problem Solution in Arithmetic

A Time-Saver for the Teacher

WHAT IT DOES

1. Trains the pupil to interpret accurately the true meaning of problems, an ability often lacking in the graduates of our grammar schools to-day. Such training leads to a more intelligent understanding of all reading.
2. Requires a pupil to express his meaning in clear, concise English.
3. Produces far greater accuracy in obtaining results and tends to eliminate the prevailing tendency of being satisfied with absurd answers.
4. Develops an independent power to solve problems through reasoning rather than by following formulas blindly.
5. Lays a solid foundation for methodical mathematical reasoning so useful in algebra and geometry.
6. Gives the pupil a thorough training in forming conclusions as to the reasonableness of his answers to problems in arithmetic.
7. The ability which the pupil acquires of interpreting accurately and reasoning sanely by this method, gives him a power and a confidence which he can use in attacking other problems in school and in life.

**Try it! The results obtained are remarkable
Costs little more than a blank book of the same size
A very practical help, filling a real need**

IROQUOIS PUBLISHING COMPANY, Inc.

Herald Building, SYRACUSE, N. Y.

E. F. Southworth, President

H. W. Duguid, Secretary

The Name "Prang" Guarantees Quality



ENAMELAC

The new Color Medium. An air-drying Enamel for work on wood, metal, glass, etc.; 20 colors. Per can, 25c.

PERMODELLO

The permanent Modeling Clay that sets like concrete. Takes decoration with Water Colors or Enamel. For making beads, jewelry, and art objects. Per pound can, 75c.

MODELIT

The ideal Wax Modeling Clay. Keeps soft indefinitely. Per pound, 65c.

LIQUID TEMPERA

Opaque Water Colors for Show Card, Poster, and all decorative work. In heavy paste form, in glass jars; 10 colors. Per jar, 25c.

TEMPERINE

A white Medium for converting transparent Water Colors into Opaque Colors. Per bottle, 40c.

"STIXIT" PASTE

"The Stickiest Paste in Town."

A combination of Library Paste and Glue. Generally recognized as the ideal Adhesive for School and Home use. Per tube, 10c; per gallon can, \$2.50.

PECO PASTE POWDER

A high quality "Library Paste" in Powder form. Per pound, 15c.

"BATEEKO" DYES

Liquid Dyes for Batik work and all pattern dying. Send for circular.

"ENGINEX" PAPERS

Lightweight Poster Papers for cutting purposes; 25 colors. Sample booklet free.

"PRISMO" PAPERS

Coated papers in 75 standardized colors, for Kindergarten use, Color Chart making and Design purposes. Sample booklet free.

CONSTRUCTION PAPERS

Heavy weight colored papers for folding and mounting. The standard for 25 years. In 21 beautiful colors. Sample booklet free.

WATER COLORS

Prang Water Colors were the first and are still the Standard. Send for circular.

COLORED CRAYONS

Prang Colored Crayons are quality Crayons and made expressly for school use. Send for circular.

WEAVING MATS

Made from Prang Construction Papers; 20 mats and strips in book form. Per book, 25c.

*May we begin our 64th
Year of Service by Be-
ing of Service to You?*

THE PRANG CO.

30 Irving Place, New York

*Write for Complete Catalog and
Latest Price List*



Projection Apparatus

has become a necessary adjunct to instruction. Pictures shown and explained illustrating the topic under consideration help to visualize and understand. There is no

real understanding without visualization. The pupil must see with his "mind's eye" before he can really understand.

Despite of the excellent state service in the furnishing of lantern slides, a school system comes to have a considerable collection of its own. One of the difficulties of these gradually accumulating slides is to have them so classified and filed as to be readily accessible when wanted again.

Professor George S. Moler of Cornell University has solved this administrative problem by the invention of a sectional cabinet holding 1440 slides, classified, filed, and ready for immediate use. These trays are enclosed in an oak case which makes a presentable piece of furniture for a library or office and really solves the problem of what, and where as to lantern slides. We have one and when it is full shall have another.

F. D. BOYNTON, Supt. of Schools,
Ithaca, N. Y.

May 15, 1919.

For prices with discounts address
G. S. MOLER, 408 University Avenue, Ithaca, N. Y.

SUPERINTENDENTS, PRINCIPALS, TEACHERS AND SUPERVISORS

Do You Read the Advertisements?

If not, you Are Missing GOLDEN OPPORTUNITIES

The Advertisers who use the JOURNAL do so BECAUSE they know that most, if not all of our readers, are directly interested in the purchase of School Books, Material and Supplies.

**Benefit Yourselves by Benefitting
the Advertiser**

Mention the Journal

N. Y. STATE TEACHERS' ASSOCIATION

Three Books Which Offer a Special Appeal to New York State Teachers

A Latin Dictionary for High-School Students,

by S. Dwight Arms

Giving, with their simplified definitions, the 2100 words which experts have agreed constitute the essential vocabulary of first year Latin, Caesar, Cicero, and Virgil, *together with year groupings for memorizing.* **THIS IS THE LIST GIVEN IN THE NEW LATIN SYLLABUS.** In addition, the book gives a method of acquiring Latin pronunciation which makes the pupil independent of the teacher in a short time.

The most practical help in Latin to be had. Every high school pupil of Latin should own it. Each term its use will save hours of turning from text to vocabulary and from vocabulary to text.

Syllabus Geography Note Books, by H. E. Reed

A New Edition containing the New Map of Europe.

These note books are built on the New York State Syllabus in geography with a book for each of the 4th, 5th and 6th grades. They enable a child to build his own geography. Each book has 33 outline maps or more. The use of these books by the pupil puts life, interest and understanding into the subject. They cover every detail required in the Syllabus.

HUNDREDS OF REGENTS SCHOOLS ARE USING THESE BOOKS. If you are not using them, try them this next term, and teach the geography of Europe as it is, not as it was.

A Student's Study Guide in American History, by H. E. Reed

Including a Complete Story of the World War, by Gertrude Van Duyn Southworth. For grades 7 and 8.

This book is built to cover the New York State requirements in American History. Its use will arouse genuine interest and will fix the subject in the minds of the pupils in the upper grammar grades. It contains the Regents' topical outline for recitation and study, 23 outline maps covering the required map work, the New York State examinations in American History for the last five years, and tables covering the important points in American History. With this book the pupil builds his own history and learns how to study with economy of time. Excellent for review.

In addition the book contains a most fascinating story of the World War. This feature enables you to use satisfactorily your present textbooks in history until the final settlement and results of the war are more clearly defined.

THE OLDER EDITION OF THIS BOOK IS KNOWN AS "SYLLABUS TOPICS IN AMERICAN HISTORY" which to-day is in use in hundreds of Regents schools in New York State.

IROQUOIS PUBLISHING COMPANY, Inc.

Herald Building, Syracuse, N. Y.

E. F. Southworth, President

H. W. Duguid, Secretary

SPELLING AND PENMANSHIP COORDINATED

Palmer Method Spellers present to pupils for visualization all words in Photo-Engraved Palmer Method Penmanship. There is a separate book for each grade.

Educators everywhere should investigate thoroughly this new plan of presenting to pupils for study in spelling, the words as they appear when written in the most extensively taught, and most justly popular style of handwriting.

Because the words in the Palmer Method Spellers are all in Palmer Method Penmanship they eliminate the unnecessary process of changing the printed impression to the written expression. The words for the Palmer Method Spellers were selected by well known educators after having been thoroughly tested in one of the largest, and most progressive New York City Public Schools.

In the Palmer Method Spellers for the intermediate and advanced grades are quotations in liberal quantities from well known authors—all in photo-engraved Palmer Method Penmanship.

Write our nearest office for further information.

THE A. N. PALMER COMPANY

30 Irving Place, New York City.

623 So. Wabash Ave., Chicago, Ill.

Pittcock Building, Portland, Ore.

EDUCATION. 40th year Sept., 1919. Monthly, except July and August.

\$3 a year. Sample 20c. "AS NECESSARY TO A TEACHER AS A MEDICAL JOURNAL TO A PHYSICIAN"

ENDORSED BY LEADING EDUCATORS EVERYWHERE.

120 BOYLSTON STREET, BOSTON, MASS.

TEACHERS' AGENCY DIRECTORY

The following is a reliable list of Teachers' Agencies to whom superintendents of schools and school board members may apply at any time for the filling of any position.

KELLOGG'S AGENCY, 31 UNION SQUARE, NEW YORK
HAS BEEN ESTABLISHED 25 YEARS.

This agency makes a constant search for high grade teachers and recommends with care. Only superior teachers are accepted. Teachers are supplied all the year round. If you need a good teacher or know where one is wanted, send particulars. THE ACTIVE, GENEROUS WORK OF THIS AGENCY HAS SATISFIED THOUSANDS OF TEACHERS.

Interstate Teachers' Agency

501-503 Livingston Building,

ROCHESTER, N. Y.

The manager of this agency has had twenty years' experience as teacher and superintendent of schools, and ten years' successful experience as manager of a rapidly growing agency. He personally selects and recommends candidates with care. The success of this agency is vouched for by many of our best superintendents, college presidents and normal school principals. Send for circular.

T. H. ARMSTRONG, Proprietor

HARLAN P. FRENCH, President

WILLARD W. ANDREWS, Secretary

ALBANY TEACHERS' AGENCY, Incorporated

Supplies Schools of All Grades with Competent Teachers.

Assists Teachers in Obtaining Positions

We receive calls for wide-awake and progressive teachers from every State in the Union, and we want more such teachers upon our list NOW IS THE TIME TO REGISTER SEND FOR BULLETIN 81 Chapel Street Albany, N. Y.

SPECIALISTS' EDUCATIONAL BUREAU

Teachers Wanted

College Graduates only, except in vocational fields. No elementary school positions. Fill the better places only

ALL STATES.

GET DETAILS.

1504 S. GRAND AVE., ST. LOUIS, MO.



ALBERT Teachers' Agency
25 E. Jackson Blvd., Chicago

34 years of conservative management. Largest and best known. Our booklet "TEACHING AS A BUSINESS" with new chapters on "Forecast" and other important topics sent FREE.

437 Fifth Avenue, New York,

Symes Building, Denver,

Peyton Building, Spokane

FREE REGISTRATION

CLARK TEACHERS AGENCY

EVERY Office WORKS for Every Registrant
No Advance Fee—We Take the Risk

CHICAGO
64 East Van Buren Street
KANSAS CITY, MO
N. Y. Life Building

NEW YORK
Flatiron Building
MINN+ APOLIS, MINN.
Globe Building

BALTIMORE, MD.
110-112 E. Lexington Street
SPOKANE, WASH.
Chamber of Commerce Bldg.

Digitized by Google

History—Spelling—Reading—English—Arithmetic

Woodburn and Moran's Elementary American History and Government

AFTER the War Edition. Practically a new book. Written from the new point of view. Complete to the signing of the Treaty. New emphasis on matters of international importance. New maps. New illustrations. 7th and 8th years.

Woodburn and Moran's Introduction to American History

AMERICA'S European Beginnings. Portrays our historic background, telling the story of other civilizations and showing what they have contributed to ours. 6th year.

Alexander's New Spelling Book

EMBODIES the best features shown by recent research to be desirable. Practical word list, regular systematic reviews, dictionary drills, word building, etc. Complete. Grades 2-8. Also in parts.

Horace Mann Readers

IN schools using these readers pupils quickly develop the power to read independently, with expression, and so as to get the thought. American authors. American patriotic selections. Readers for every grade. Manuals for the teacher.

Gate to English

TRAINS pupils to a firm control over their oral and written speech, and gives them a clear and definite knowledge of the essential facts of language.

Book I (4, 5, 6 years). Book II (7 and 8 years).

Systematic Drill in Arithmetic

DEVELOPS speed and accuracy in the fundamental operations. Solves the "language difficulty." Drills and tests. In three books, for 2, 3, and 4 years.

LONGMANS, GREEN & CO., Publishers

NEW YORK: 449 FOURTH AVENUE

FOR HIGH SCHOOL ECONOMICS

Adams's Description of Industry

By H. C. ADAMS, Professor in the University of Michigan. 270 pp. \$1.24.

EDGAR DAWSON, *Hunter College, New York:*

It is an exceedingly useful work. It contains the results of the very best thought, and is expressed so that almost anyone can read it—a very unusual combination of characteristics. It will do more than any other volume I know to promote a reasonable adjustment of our industrial difficulties if it is put into the hands of high school boys and girls.

ALFRED C. THOMPSON, *State Normal School, Brockport, N. Y.:*

A study of this book should give a clear understanding of the business which occupies our people, a knowledge of the forces which influence, the material we use, and the industrial processes through which material goes.

HENRY HOLT AND COMPANY

**19 West 44th Street
NEW YORK**

**6 Park Street
BOSTON**

**2451 Prairie Avenue
CHICAGO**

AN AWAKENING

New York State seems to be awakening to the importance of
GENERAL SCIENCE

Will you, Mr. Principal, or you, Mr. Superintendent, be the last to respond? Why not be the first to mobilize under the banner of General Science?

What is General Science? See Hodgdon's Book. Interesting, simple, practical. Really a Wonder Book.

An Allied Subject

Geography is very important, if taught as outlined in The Nivers Series of Geographies. Acknowledged superior.

The Campbell and Hughes Graded Arithmetics

Why have unsatisfactory results in Arithmetic? The Campbell and Hughes Graded Arithmetics set forth this subject in a New Light. Its arrangement of topics and Oral Drill Exercises is unique. It appeals to any good teacher. Children are interested. Teachers are happy as their pupils gain a mastery of the subject.

A trial means adoption. Give it a trial. This text provides a way to secure satisfactory results.

Use the Children's Method Readers

Attractive as Supplementary. Satisfactory as Basal. They are just a little better.

Shall be pleased to hear from you.

HINDS, HAYDEN AND ELDREDGE, INC.

11 UNION SQUARE, NEW YORK CITY

JOHN C. ROCKWELL, Representative

63 Franklin Avenue, NEW ROCHELLE, N. Y.

1000 PROBLEMS AND EXERCISES IN ARITHMETIC

A Series of Four Arithmetic Problem Books for the Fifth,
Sixth, Seventh, and Eighth Grades

By WILLIAM L. FELTER, Principal of Girls' High School, Brooklyn, N. Y.

Each book contains approximately one thousand problems, grouped topically, and followed by review exercises of miscellaneous problems. They may be used in connection with any basal series of arithmetics. The general plan is that of a series of test papers of ten questions each, which may be used for classroom work or assigned home work.

Features of Excellence

The close grading

The practical, up-to-date character of the problems

The occasional use of series problems

The convenient arrangement of problems in test papers

The large number of problems upon new work of each grade

SILVER, BURDETT & COMPANY

BOSTON

NEW YORK

CHICAGO

SAN FRANCISCO

The Journal of the New York State Teachers' Association

VOLUME 6

JANUARY 15, 1920

NUMBER 8

CONTENTS

	PAGE
EDITORIAL	265
THE NECESSITY OF A CONSTRUCTIVE PROGRAM FOR TEACHER TRAINING <i>George M. Wiley</i>	268
THE TEACHER AND THE NATIONAL LIFE <i>Rush Rhees</i>	272
PLAIN TALK TO TEACHERS <i>A. R. Brubacher</i>	275
AMERICANIZATION <i>Rabbi Eli Mayer</i>	280
DEMOCRACY INVOLVES DUTIES AS WELL AS RIGHTS <i>Albert A. Mexas</i>	286
WAR CONSEQUENCE EDUCATION—NE- CESSARY FOR THE REARRANGEMENT OF THE HISTORY AND CIVICS PRO- GRAMME <i>C. E. Rose</i>	289
THE TEACHERS RETIREMENT FUND . . . <i>George P. Bristol</i>	291
REPORT OF TREASURER OF NEW YORK STATE TEACHERS' ASSOCIATION	292
STATE DEPARTMENT OF EDUCATION . . <i>Lloyd L. Cheney</i>	293
BOOK NOTICES	295
BOOKS RECEIVED	297

Published by the New York State Teachers' Association
Rochester, N. Y.

A NEW Pearson's Essentials of Latin

To Meet the New Latin Requirements

By Henry Carr Pearson, Principal of the Horace Mann School, Teachers College, Columbia University

THIS special New York edition of this widely used book contains in addition to the original matter, 136 pages of new material.

The new Reading Matter includes:

5 Pages of Ritchie's Story of Perseus

11 Pages of Heatley's Gradatim

9 Pages of Eutropius's Brevarium

With these additional Readings the book now provides more than enough material to meet the requirements of the Regents and affords the teacher considerable latitude of choice.

Special lessons have been added covering the required work in *vocabulary drill, word formation and derivation, uses of the genitive, compound verbs, and the word lists* of the first and second half years to be memorized.

This new edition of Pearson's Essentials of Latin for Beginners now meets all of the very definite requirements set forth in the new Syllabus. The 136 pages may also be purchased in pamphlet form.

AMERICAN BOOK COMPANY

NEW YORK

CINCINNATI

CHICAGO

BOSTON

ATLANTA

The Journal

of the New York State Teachers' Association

JANUARY, 1920

EDITORIAL

THIS number of the Journal aims to give special attention to the subject of teacher training in this State. It may or may not be known, generally, that the State has appointed a Special Committee, headed by Mr. George M. Wiley of the State Department, and composed of representatives of the State College for Teachers, the State Normal Schools, and the Superintendents of the State, to work through the whole question of curriculum, salaries, and such other factors as are involved in improving the teacher training service of the State of New York. It is hoped that every person who receives this Journal will read the article by Mr. Wiley, setting forth conditions as they now exist. It is a sane but almost discouragingly accurate presentation of facts.

The Assembly of Delegates at the Albany meeting of the State Association, unanimously adopted the following resolution:

"Resolved, That both our plain duty to the community and our own intelligent self interest require that as an Association we shall do all within our power to help in establishing the best and most effective teacher training institutions in the State of New York that it is possible to secure, and that we deliberately and systematically attempt to interest our best students and our best characters in teaching as a vocation to the end that they may attend these teacher training institutions. From any point of view the present inadequate provisions for our State Normal Schools and the present diminished attendance in these schools is a matter of serious concern to this Association. An inadequate number of properly trained teachers means either overcrowded class rooms or untrained and incompetent teachers or both. The inevitable result of such a condition must be apparent. It means, first of all, a weakened public school system, unable to do the great work to which the public schools are dedicated. But it also means a weakened community confidence in the work of that great body of intelligent and devoted teachers, and upon community confidence in the last analysis must rest our claim for a compensation commensurate with our responsibility. That accordingly as an Association we give our unqualified support to the State Department of Education in its present endeavor to secure such salary legislation as may be needed to enable our State Normal Schools and our State College for Teachers, to equip themselves with the best and most competent teachers and supervisory officers, and that we furthermore urge upon the Department the necessity of completing at the earliest possible time its present work of so revising the curricula of these schools as to make them represent the best in educational thought and progress."

This entire subject is worthy of our serious thought and consideration. The extent to which we who are engaged in public education in this State back by our best efforts this kind of a movement, determines in a very real sense the extent to which the desire for intelligent and effective service is to be found in our midst. Following the action of the State Legislature in passing a state wide salary law,

no step could be more logical, nor could any action taken by us be of greater tribute to the profession of which we are members, than a united effort to strengthen in every possible way the service being rendered by the teachers in the American public schools of this State. Some one has well said that we can deport alien citizens but we cannot deport ideas. The only thing we can do with these if they are wrong is to transform them. This is the great work of the school.

The extent to which we support this movement for better teacher training likewise measures the degree of intelligence that we have in our own self interest. The great body of our teachers are loyal, competent, and conscientiously devoted to their work. All such have a right to be protected against the untrained and the incompetent teachers for these are among the worst enemies that the child, the teaching profession, and even the nation itself can have. Teachers' salaries are in the last analysis bound to be determined by community confidence. A community confidence is conditioned absolutely upon effective work through competent and well trained teachers. We shall help the State, the profession and ourselves by supporting this effort.

THE NECESSITY OF A CONSTRUCTIVE PROGRAMME FOR TEACHER TRAINING

George M. Wiley, Assistant Commissioner for Elementary Education

THERE are two strong notes to be sounded at such inspirational gatherings as the meetings of this Association. It is important that we hear that strong, clear tone of achievement, which is in a sense a note of victory, calling attention to the battles that have been won, to the great deeds done, setting before us from different parts of the front the real progress in educational effort that has been made. It is equally important that we listen intently if need be for that lower tone of minor strain, quite inaudible at the moment it may be but important in its meaning, emphasizing weaknesses in our attack, lack of preparedness, failure to see the bigness of our problem, or lack of recruits to fill the great gaps in the educational forces.

It is unnecessary for me to review matters of unusual achievement. While the great war revealed to us many shortcomings, such as physical limitations and illiteracy, there stands out the indisputable fact that our programme of public education is sound and that adequate educational opportunities will in large part insure the permanency of our democratic institutions.

We sometimes think of our state, city, or county educational systems as achievements. As illustrations of organization and administration they may rightly be regarded as such. If inter-

preted correctly as a means to an end a state or a city system of education may be of great service. But unless it functions in such a manner as to be of service to the individual boy or girl it is not meeting its responsibility.

A city or a state which measures its educational progress merely in terms of the annual registration, or the seating capacity of school buildings, or the annual budget can hardly be said to have a comprehensive and constructive programme. We should know our annual registration figures, but this is a mere matter of clerical computation. Our school buildings should have seating capacity to provide space for the school population, but if we provide nothing more than space we are only little in advance of our forefathers.

The annual budget is important, but if it is made up by municipal authorities after the political departments of the city government have been taken care of, the achievement in education will not be marked. Such a hand to mouth policy never resulted in educational growth for any community.

In marked contrast to such procedure it is of interest to note that in many of our cities boards of education, in co-operation with chambers of commerce and representatives of various civic organizations are adopting far-reaching plans for

a real programme of education. A real educational investment has no speculative features. If the educational questions are dealt with in a piecemeal manner from month to month or even from year to year, they have limited value. A long term comprehensive educational policy for city or state is a gilt-edge security, as safe as a government gold bond.

Although it has already been stated that many of our cities are taking great strides toward marked achievement in working out constructive educational programmes, your thought has already anticipated the inquiry as to the state's activity in meeting these problems which are so vital to the coming generation.

A state programme may first of all be interpreted in terms of the money we put into it. Schools are supported by local appropriations and by state apportionments. New York state has made large subsidies available for educational purposes. We are known beyond our own borders as generous supporters of public education. It is of interest therefore to ask what is the relative position of New York among her sister states in respect to state appropriations for the support of education? If we take for purposes of comparison the twenty-one states of the north and middle west and turn to the per cent. distribution of the expenses of general departments as given in table twelve of the Financial Statistics of States for 1917 and 1918, issued by the U. S. Census Bureau, we find that the percentage of state funds used for school purposes varies in these states from ten per cent. to nearly sixty per cent. New York's rank in the group is relatively low. This is somewhat at variance with the popular idea of our enormous state appropriations for education. Our state budget does carry large items for education. These items have been reasonably generous and run into millions annually. But in comparison with the total expenditures our percentage for education takes low rank. In the year 1918, New Jersey used 56.4 per cent. of general expenditures for school purposes, while New York used only 18.2 per cent. and is number sixteen in the group of twenty-one states. The states show much the same general rank

for 1917, New Jersey leading the list with 58.5 per cent., and New York number eighteen in the group with 20.8 per cent.

Let us turn for a moment in passing to the per capita expenditures of the state funds for educational purposes. In 1918 the state payments for schools in New York were 98 cents per capita, and in 1917, \$1.00 per capita.

New York occupies an even lower relative position in this respect than in the first comparison. The apportionments from state funds for educational purposes in New Jersey were \$3.77 per capita in 1918 and \$3.87 in 1917. In 1918, New Jersey, Michigan, North Dakota, and Maine each allotted state funds for school purposes in excess of \$3 per capita; Minnesota, Wisconsin, and Vermont, each in excess of \$2 per capita. Pennsylvania leaped forward from the unenviable position at the foot of the list in 1917 to almost median rank in 1918. On the basis of the latest figures New York is number eighteen in the group, our state apportionments for education being less than \$1 per capita.

It seems reasonable to assume therefore that whether we base our determination on the percentage distribution of state funds allotted to education or draw our conclusions from the per capita expenditure for schools, the Empire State through its general appropriations is not giving undue consideration to its educational needs. If this relative rank measures our sense of responsibility we have much to learn. These brief paragraphs have touched upon only one phase of state support. There are many angles from which to approach the problem. Many contributing factors have not been mentioned. From this particular point of view, however, there is much to indicate the necessity for far larger grants of state funds if a large, comprehensive plan of educational readjustment is to be realized.

The limited time assigned for this topic would by no means permit a full discussion of the educational needs which demand immediate recognition and relief from the state as a whole rather than from the local communities. To be specific therefore and definite in

the application of this topic to the immediate problem we shall limit ourselves to this essential feature of a constructive programme. There is no one factor so dominating in the successful daily work of the classroom and in its far reaching influence in individual and community life as the personal influence of the trained sympathetic teacher. What is being done to insure an adequate and adequately trained teaching staff, a personnel not only trained for this great work, but if need be selected through superior merit?

There are in the State of New York ten state normal schools. There are the special institutions, with the State College for Teachers, supported by the state for the purpose of training teachers. There is no need of argument to support the position that any comprehensive and constructive programme of educational service must begin with the problem of teacher training, must begin with the strengthening of these institutions which are the very foundation of an efficient modern school organization.

The registration to-day in our normal schools is 1871, approximately half of the number in these schools three years ago. The steady growth observed from 1909 to 1916, when the enrollment increased from 2014 to 3628, has been more than wiped out. Not all of this loss can be attributed to war conditions. Most of the colleges and professional schools of the country show this year an unusually large enrollment, in many cases exceeding pre-war conditions. In the normal schools, however, the decline has continued. If such a situation is not remedied immediately, disaster faces these schools and endangers all the educational activities of the state.

In buildings and in material equipment the state has been reasonably generous in meeting the needs of these schools. In providing funds to insure the highest type of personal service for the all-important work of teacher training we have fallen far behind the schedules of our sister states and even of our more progressive cities. Moreover the curriculum is in some respects archaic and needs radical readjustment. Each of these factors will be discussed briefly follow-

ing which there will be a corollary and conclusion.

First, the salary schedule. The salary schedule for teachers in our state normal schools, although in operation only three years, is so utterly inadequate that a complete readjustment of the whole schedule is imperative. What are the facts in the matter? The positions are grouped under three heads, critic or model teacher, assistant in department, and head of department. The salary for critic or model teacher is fixed at a minimum of \$1,000, with annual increments of \$100 each, and a maximum of \$1,500. Critic or model teachers should without question be chosen for our normal school faculties from those who have demonstrated their unusual fitness and excellence as class room teachers. Normal school principals should be in a position to go into our cities and villages and choose these teachers from among the most successful teachers in the elementary school work. The situation, however, with a minimum salary of \$1,000 and the requirement that every teacher must be placed in the normal school faculty at the minimum salary, does not permit a normal school principal to select even the most promising candidates from his graduating class. The absurdity of such a situation is self-evident.

Assistants in departments in normal schools must begin at a minimum salary of \$1,400. They are given annual increments of \$100 each and may reach a possible maximum of \$2,000. These assistants, who are the teachers of teachers, cannot be chosen from our better school systems under such a provision. A normal school principal is not able to organize or recruit his faculty except from the inexperienced or the less successful teachers.

The same general condition is found in the schedule for heads of departments. The minimum salary is \$2,000 and the maximum salary \$3,000—the annual increment being \$200. In this case, as in the others, the head of the department must enter the service at the minimum salary. If the head of a department in one of our normal schools resigns the statute provides that his position must

be filled at a salary of \$2,000. These positions are without question among the most important in our normal school work. Men who should be appointed to these positions are receiving in public school work in our larger communities anywhere from \$3,000 to \$4,000 or more. The compensation in the normal schools should be such as to command the services of the best men fitted for this work through training and experience. It is clearly evident from such a situation that it is impossible to maintain the efficiency of the normal schools at any satisfactory standard.

Not only is the present schedule inadequate, as is clear from the paragraphs immediately above, but further than that any slight revision of this schedule will be entirely inadequate to meet the reorganization that is needed in these institutions. A slight increment will mean additional compensation for those now in the normal school faculties. It will not enable us to select as members of the normal school faculties the best teachers now in public school work; neither will it enable us to effect an early reorganization of the normal school faculties. A teacher training institution—above all, a State Normal School—must be able to command the best service to be found. It is an accepted principle that teachers in the elementary grades in our public schools should have completed as a minimum qualification an approved four-year high school course of study followed by two years of professional training; that teachers in our secondary schools should have completed a four-year college course and have majored in the special subject or group of subjects which they are to teach. In our normal schools, however, the salary schedule is such that we are able to command for these important positions of teachers of teachers a training qualification no higher than that required for the inexperienced elementary teacher in our village school.

We stand in immediate need therefore of a thorough reorganization of the normal school schedule. I see no other means by which we can put these institutions on a higher plane and give them the standing which they must have in

the state, and even outside, in order to command the respect which they should have in the educational world, and to do the work which must be done if the state's responsibility for the training of teachers is to be met.

Second, the curriculum. Normal school curricula must be radically reorganized to meet the modern demands of the more progressive school organizations and the social needs of the community. The traditional material which loads up much of our normal school activities needs to be in part discarded and in part readapted to immediate conditions. There must also be provision in the normal school course for due attention to the great progress which has recently been made in the scientific study of education.

Our whole thought with regard to public school curricula and normal school curricula has experienced a great change during the past few years. The course of study which forms the outline of work in the progressive schools of to-day is a broad socialized programme having little resemblance to the brief course in the schools of a generation ago. During recent years the vast changes in our social and economic life have demanded a closer relation between the programme of studies and the immediate daily life of the child. The recognition of the importance of various activities in the growth and development of the child has resulted in an enriched and vitalized course of study. We are gradually coming to the realization that the schools are an important part of the social and economic life of the community. The vast changes in our social conditions have reacted on the whole theory and practice of education. Courses of study are therefore being considered, not as definite and final, but subject to constant modification.

As stated by Dr. Spaulding, "A living curriculum is plastic and adaptable, constantly undergoing changes in emphasis of its various parts, even to the elimination of some entirely and the substitution of others, as the sympathetically studied needs of the particular children to be taught seem to require; the living curriculum ministers practically to the

ever and almost infinitely varying needs of boys and girls, no two of whom were made alike or destined to be made alike; the living curriculum serves as readily and as well the child whose mental processes depend on concrete things, as that one who readily grasps abstract ideas; the living curriculum serves the present needs of every pupil, whether those needs be the preparation for the next steps that will lead in due time through a college preparatory course to college, university, and a professional career, or whether those needs are for skill of hand that will enable a youth to support himself honorably, within a year, by rendering some worthy service to the community."* While this statement is made with regard to the elementary curriculum, the general principle that a curriculum must be a living, vital force is no less true in the public schools than of the conditions in normal schools.

The present organization of courses in the normal schools has been in effect, with the exception of occasional slight modifications on account of local conditions, since 1905. Furthermore, the courses adopted in 1905 were undoubtedly in large part courses which had been developed during a considerable period previous to that time. At any rate, our whole point of view educationally has changed so rapidly that such a programme in operation fifteen years ago scarcely meets the demands to-day.

"It will not be enough for the normal schools," as Dean Coffman says, "to send out teachers scholastically equipped; they must be familiar with and sensitive to the problems of instruction. Formalism in instruction is doomed. A new curriculum, rich with new materials and in vital contact with the shifting currents of social life, will not permit the disassociation of method from content. Ability to make mental diagnoses and to prescribe treatment will be a part of the professional equipment of the well-qualified teacher. The study of problems relating to the technique of teaching will be regarded as the daily duty of the successful teacher * * *. But the work of the normal schools will not end there.

They will have an extended curriculum: this expansion will be required because of new obligations devolving upon them."* The great need to-day for Americanization courses, the demand for courses in health education, for industrial and commercial courses, the need for special training for teachers of special and atypical classes, will compel adequate provision for this work in our normal schools.

Possibly we have been "training" rather than "preparing" young people to teach, as Dr. Winship puts it. He says, "Instead of training a teacher to do artificial things, the normal school must study fully, fearlessly, and frankly, the needs of the community as a class to which the teachers are to go and must prepare the teachers to serve those communities."

Personally, I feel confident that these two phases of our normal school work—the reorganization of the salary schedule, and a radical modification of the normal school curricula—are two of the biggest problems that we must face immediately in our educational programme.

We have not met our responsibility in the training of teachers for service. The rural schools are manned largely by poorly trained or entirely unqualified teachers. The normal school makes little appeal to the best type of boy or girl who is graduated from our high schools. The normal schools in this state should be comparable with the best institutions of this character in the country. It is essential if we are to enlist the interest of the best young men and women in our high schools in the teaching profession that our normal training institutions be at least equal if not superior to institutions of this kind to be found anywhere. Furthermore, we must recognize these institutions as in a sense institutions of professional rank in order that through the high qualification of teaching staff and reorganized curricula it will be possible for these young people to secure credit year for year in case they desire later to continue their studies in other higher institutions. In other words, if

*The Portland Survey—page 128.

*National Education Association, Vol. LVI, page 210, L. D. Coffman.

we are able through such a reorganization to put these training schools on the basis of institutions of junior college grade we shall have taken a great step in the reconstruction of an important feature of our educational programme and have given added dignity to the teaching profession.

Having directed our thought for a few moments to the inadequacy of the present salary schedule and to the necessity of a reorganization of the curricula we should ask ourselves this question, a corollary if you please, of the general proposition. With a thoroughly trained professional staff, and with courses of instruction adapted to social as well as to educational needs, what further responsibility must the state assume in bringing into these training schools a much larger number of young people, among whom should be the best of our high school graduates?

The immediate result of such a programme would give the normal schools a new dignity, and they would command a respect more nearly comparable with the great service which they render. The assurance which should come from the colleges and higher institutions of credit toward a degree for the work done in normal school would also prove a real incentive to young people to take up this work. The state, however, faces a large responsibility in this matter. If we have not trained workers, we must train workers. If the volunteer system is inadequate in the emergency, a selective service programme may deserve consideration. In view of the vital importance of enlisting the active interest of the highest type of young men and women in our high schools in the great opportunity for service in this field the following is suggested as a corollary of the general programme, that the state subsidize the teacher training programme to the extent of an individual allotment to each student in a state normal school at least equal to the present annual apportionment to holders of the state university scholarships in the colleges of the state. We were proud of the progressive legislation which made possible a college training to 3,000 of our finest young men and women through the university schol-

arship act. It certainly can be no less important that we consider the wisdom of making similar provision for those who may be in training for service in the public schools. The permanency of our democratic institutions rests in large part on the soundness of our educational programme. The success of any educational programme is determined in the final analysis by the conscientious, devoted service of the trained teacher.

In conclusion. During the brief time at our command we have endeavored to focus our thought on the most vital factor in any educational programme—the teaching staff. A trained personnel is absolutely essential. The responsibility for insuring such a professional training rests on the state. Mention has been made of what the state is now doing by way of appropriations and apportionments. Notwithstanding the generous support which New York has always given to education we are far outstripped by the states of the north and middle west. The Empire State with its enormous educational problems in city and in rural community must face the situation squarely and deal with the needs in a real big way.

We have stated that our normal training institutions must be of a high type, manned by the most capable teachers to be found in our best schools, and with a salary schedule that will command such service. We also maintain that the new programme demands a radical reorganization of our normal school curricula in order that these institutions may reflect the needs of modern school and community life, and only through such a reconstruction will they be recognized as the recruiting ground for a progressive and professionally qualified teaching staff. A further plea is made, that this great commonwealth may well afford to provide a reasonable annual allotment during the training period to the young men and women who enlist for this great service. This type of professional service, if insured for a certain period to the state, will bring a large return to any community or commonwealth.

It seems as though these propositions were hardly debatable. It is not our problem alone, it is not alone the prob-

lem of the normal school principals, or even of school superintendents, but the problem belongs to us all including the parent and citizen. And we have sufficient faith in the great work that these schools have already done and in the permanency of our democratic institutions to believe that when our combined judgments are reduced to a common denominator we shall be well on our way to large achievements. It is a big prob-

lem, and will be met only in a big constructive manner. No matter what our special problem in any particular school organization may be, whether health education, commercial education, industrial or technical education, intermediate or junior high school organization, whatever it may be, the one great factor of supreme moment is the securing of a professionally equipped and personally qualified teaching staff.

THE TEACHER AND THE NATIONAL LIFE

Rush Rhees, D. D., President of the University of Rochester

THERE is one aspect of the world war which the world is not likely to forget soon—can never afford to forget. That is the solidarity of the German people behind its autocratic government in all the policy of frightfulness and intrigue that characterized Germany's conduct of the war.

This from the people of Kant, of Schiller, of Goethe, from the sons and grandsons of the men who strove for liberty in 1848, caused world wide amazement. A people formerly singularly devoted to ideals confessed by one of its spokesmen in September, 1914, "We cannot afford the luxury of the catch-word Liberty" (*Kölnische Zeitung*), while the few, like Nicolai of Berlin, or Foerster of Munich, or Nuhlon of the Krupp works, who dared to lift voices of protest against the German policy of aggression, were driven from their homes, either to imprisonment or to voluntary exile.

Students of German life have attributed this solid support of the autocratic government to the amazing material success brought to Germany by Prussian efficiency. Some have seen an explanation in the astute policy adopted by Bismarck for social legislation to benefit the working classes. But more important than either was the influence of forty years of control of education—in all its grades—by the autocratic government and the systematic training of the German people of all classes to hate democracy, to welcome government dictation concerning all sorts of private affairs, and to consider the government as endowed with

wisdom superior to that of any citizen. even as it was armed with power to crush any inclination to show independence of thought or action.

This control of education was exercised by dictating the ideals of government to be taught in the lower schools, and in part by an insidious form of social bribery through special honors dispensed to teachers in high place whose attitude was pleasing to government authorities.

The result of these policies carried on for forty years was a people permeated by false ideals, and ready to accept as right anything the government might do, as well as to believe anything the government might say.

When then, Germany violated Belgium, the German people felt it must be right, when the government said it was conducting a defensive war, the people were sure it must be true—for independent judgment they had never learned to exercise.

But it is not my purpose to discuss Germany and the causes of the war; rather from the German tragedy to learn the power of the teacher to shape a nation's ideals and to form a nation's character. For if a people by nature loving liberty—as the writers of this great age eloquently prove—could be perverted in one generation to a cynical repudiation of liberty as a "too expensive luxury," what may not teachers do to instill in youth the ideals of liberty that man naturally loves and to fix in young minds the meaning of liberty, its conditions and its obligations?

Here then is our task and our glorious opportunity. Let us consider it in some of its details:

1. It is ours to instill into the minds of the children and youth of our country a Right Understanding of American Ideals.

We have a glorious heritage: Liberty, which our fathers won for us in 1776-81; Nationality, evolved out of bitter experience of liberty unrestrained in 1787—when liberty itself was brought into subjection to order prescribed by law, in the Constitution which recorded the people's deliberate will to be a nation; this will to be a nation was tested from without in the war of 1812, it was tested within the nation's life in 1861-65; International Brotherhood was written into our roll of national ideals when the Monroe Doctrine pledged us to defend the integrity of other nations on this continent against European aggression and was strengthened in 1898 by the defense of Cuba and in 1900 by the restitution of the Chinese indemnity exacted after the collapse of the Boxer uprising; and International Honor is also our nation's ideal as proved by a long line of great statesmen in charge of foreign relations, culminating in John Hay, and by respect for treaties even at cost of what might seem our own advantage.

These high ideals are our great inheritance. We have not always been true to them. We have not yet by any means fully realized them. But they are what America means. To make them clear to our youth is our task. To enlist their loyalty to them is our opportunity. If we are faithful and succeed, our country may go forward confidently to fuller attainment of Liberty ordered by Law and recognizing our Brotherhood to other nations seeking such Liberty as well as the eternal imperative of moral standards for international conduct.

2. To instill these ideals and enlist loyalty to them we need to give our youth a Right Understanding of American History.

Hitherto our schools have not taught clearly the world significance of the American Revolution. It was far more than the severance of the colonies from England. Our fathers won that struggle

for freedom because a large section of the English people were heart and soul with the colonies. We cannot teach American History and leave our children ignorant of Pitt and Burke, or unaware of the estimate in which Washington has long been held by Englishmen or of their recognition of our revolution as a victory for liberty in England. The cheap boasting of many school histories is as pernicious as it is humiliating. Happily such are passing out of favor. But teachers must insist that American youth understand that our liberty is one branch of the great Anglo Saxon development of free institutions. The narrow hatred of England as the oppressor from which the colonies revolted is unworthy of an intelligent people. Our fathers did revolt from an oppressor, a representative of monarchy by divine right, who was as intolerable to multitudes of his English subjects at home as to his colonists over seas. He had his partisans at home through whom he ruled. But he was an obstacle to the development of freedom there as here. Our revolt hastened the fall of that autocratic kingship which he sought to perpetuate.

But our revolution was not only a chapter in Anglo Saxon history. It was a direct contributing cause to the birth of liberty in France and the spread of the ideal of freedom throughout Europe. Do our children learn this from us? Do they know that the Monroe Doctrine was not a selfish insistence that America shall live its own life, but rather a warning of resistance to the purposes of reactionary autocracy which was seeking to crush the Napoleonic Wars and which purposed to reach across the sea and check the growth of freedom in the new world?

Our children should know, too, that our following of our ideals has often been halting. The fathers' compromise with slavery nearly cost us our national life. It led to the one war of conquest in our history, that with Mexico. We boast our gratitude to France for Lafayette and Rochambeau. Do our children know anything of the disgrace of our tardy and niggardly payment of money owed to Beaumarchais for arms

supplied our revolutionary soldiers? Patriotism is a high virtue our teaching may induce. But our children will not be armed for their patriotic duties in the future if we cover from them the mistakes of our own past.

When we speak with pride of international brotherhood as seen in the Cuban intervention and the return of the Chinese indemnity, it is not well to leave the children unaware of our treatment of China and Japan in the matter of immigration and residence in this free land.

Only by candid study of our history, not as isolated by a part of the progress of the world, can we give our youth a just appreciation of our national ideals.

3. In particular we should give to them a Right Understanding of Democracy. It stands for liberty—that is the easily accepted popular idea, freedom from autocratic restraint. But it means as clearly the will of a people to be governed by themselves as well as to govern themselves. The active and the passive are equally essential in that very “to govern” when applied to democracy. We need to acquaint our youth with the Bill of Rights in all our Constitutions, and with what it signifies. For so we will early lead them to see that tyranny is not confined to monarchs but may be as offensively exercised by classes or by popular majorities. The Bill of Rights sets forth some liberties which no government may disturb except by “due process of law.” It is the safeguard of individual liberty. And that liberty is held to be an inherent right of man. It rests on eternal justice. Its sanction is in fundamental moral instincts.

When a people is stirred by passion unrestrained by judgment, its acts may be as tyrannical as any autocrat's. Popular will does not spell liberty. Hence the need for educating youth concerning the meaning of law and the necessity for it as a protection of freedom.

4. Only by such awakening of loyalty to our American ideals, through right understanding of our history and of what democracy means can we be confident that our democracy marks a step of progress in liberty.

The taunt of Autocracy is that democracy is bungling, extravagant and

inefficient. To that taunt we can reply with patience if we can be assured that our children understand that civilization does not signify material progress in making nature serve our convenience and desires—electric lights, porcelain baths, steam transportations and the like—but rather in man's subjection of those instincts which he inherits from the jungle—with its laws of ruthless struggle—and in his allegiance to the spiritual ideals of justice, mercy, honor and truth that make him to be man.

And was there ever a time when such teaching was so urgent and its privilege so glorious? The world is torn with conflict and aching with the pain of the awful war. Nearer vision of the ideals of the spirit is clouded by the smoke of battle. The old jungle law is finding many voices that proclaim its final triumph, while order and social peace are threatened with destruction. We believe our liberties will stand the test because our people more or less cherish their heritage of American ideals. But our youth must understand them better than their fathers and defend them as loyally as our predecessors fought for them, if “government of the people, by the people, for the people” is not to perish from the earth.

Give your work survival value; do every task so well that its excellence will be recalled when you have passed on.

All thinking men and women get the main satisfactions in life, aside from the domestic joys, out of the work they do.

Learn something new every day. Out of every experience, pluck something that in principle can be applied to your own work.

The nerve that never relaxes; the eye that never blanches; the thought that never wanders—these are the masters of victory.

It is well enough to make hay while the sun shines, but some of the hay should be put into the loft to tide you over the rainy season.

PLAIN TALK TO TEACHERS

A. R. Brubacher, President, State College for Teachers, Albany

I

THE "learned professions" were once an inner circle of distinction.

Every family cherished the ambition to have representation in this court of honor. Divinity, Law and Medicine, these three, and the greatest was probably Divinity. Greatness was not yet measured in cash-value, nor did the proletariat regard these distinctions as invidious. Not yet. Now we have new aspirants for place in the inner circle. Engineering professes a body of special knowledge and expert experience; special schools alone can give this knowledge; and the trained engineer renders a specialized service to society. And nursing. Who shall deny that nursing demands special knowledge, and that it renders important service to society? Then there are the social workers, business engineers of various kinds, philanthropists—and teachers. Some will have it that not all philanthropists are teachers, but that all teachers are philanthropists.

Shall all these be recognized as professions? The exclusiveness of the inner circle is in danger. The term "learned" may have to be abandoned. Or, possibly, terms of initiation can be defined in such a way that some may qualify and others not. What is a profession, then? Samuel Johnson defines it merely as a "vocation, known employment, a calling." This, of course, includes shoe-shining. Surely teaching is not behind shoe-shining in its claims, although it is certainly behind shoe-shining in cash value. "An occupation that involves a liberal education, and mental rather than manual labor." This is the definition of a recent maker of dictionaries, and has a tendency to restore the sacred inner circle of the "learned profession." But what will the first proletarian glossary offer as a modification? Will it blot out finally, and perhaps ruthlessly, the early and late distinctions between occupations and professions? or is there no distinction

between surgeons and barbers, between lawyers and lathers, between teachers and tinkers?

A profession may be distinguished from a trade, vocation, occupation, or business by the following well-marked characteristics:

1. A profession presupposes a body of scientific and technical knowledge and corresponding skill in practice.

2. This knowledge and skill can be acquired only by extended study and careful practice by persons who have the necessary native endowment.

3. The welfare of community, state, and nation depends on services which can be rendered only by those who have this knowledge and skill; and

4. The practitioners or members of the profession, by virtue of their special qualifications and by virtue of the public service rendered by them, incur definite moral obligations to each other and to the community. These obligations are the basis of professional ethics.

These characteristics cannot be disregarded. The character of the service rendered will be the touchstone. Communities may differ in their estimate of the value of a particular public service. The same service will have a varied rating in different periods. What was a trade in one period may become a profession in another. But the basis of judgment will be the four here named—a special body of knowledge, an extended period of study and practice, a service deemed essential to public welfare, and a body of professional ethics.

II

We are passing through a period of self-examination in education. Like the seeker after grace, we are almost morbid in our self-reproach; and like him, we are entreating fervently the gift of professional salvation. We covet the things that will make teaching an undoubted, unchallenged profession. The college professor is pleading for a salary on which he can live decently, and rear a

family, without doing the family washing and working as a "scab" carpenter at eight dollars a day during the long vacation. This same college professor also asks for a larger share of self-determination in the academic organization. To him professional salvation means financial recognition and a better social and professional status.

The common-school teacher organizes and makes a show of numerical and political strength, in order to secure a minimum living salary. She identifies herself with the ranks of labor, skilled and unskilled, or less skilled. As yet she has not succeeded in raising this minimum up to the wage of the municipal street-sweeper. Self-examination brings home to her that she is not received into the habitations of the social pace-maker, that she is not a social entity at all. She is treated very much like the trainer of horses, like the chauffeur, like the caretaker—except that she receives a smaller wage. Salvation is conceived by her in terms of social recognition and an equivalent salary; and she seeks this salvation, to the prejudice even of her professional status, largely because she has as yet only a trade and not a professional consciousness.

The educational leader and administrator, too, has become introspective and has discovered the "national emergency in education." The emergency consists in poorly paid teachers, untrained teachers, "deplorably low professional standards, and the immaturity of teachers." He seeks professional salvation in federal financial aid, and a seat among the powerful in the President's Cabinet.

These individual complaints are made acute at this time by the universal expectation of a new world after the Great War. They come to expression as part of the great longing for better things. But not one element is new. Teachers' salaries have long been below reasonable expectations. College instructors are today working for salaries which good chauffeurs decline; and grade teachers receive less than journeymen barbers, less than garbage-collectors, less than street-sweepers. This has been true almost *ab initio*. The social status of pub-

lic-school teachers has never been determined by the importance of their service to community life. The preparation of teachers for their work has been disgracefully inadequate, because we have had, and now have, the absurd belief that "anybody can teach reading, writing and arithmetic," and therefore boys and girls fresh from the grammar schools, sixteen years of age, are employed as teachers. Sixteen per cent. of the public-school teachers in the United States are between sixteen and twenty-one years of age. This is an old story. As for professional standards, is not that a preposterous term to use of child-workers? Can we regard children under twenty-one as constituting a profession, especially when most of them remain in the work of teaching less than five years?

III

A frank statement of conditions seems advisable. There are forces that hinder the development of a teaching profession. There are elements in the work of teachers that are common to the crafts. And human nature is triumphant in teachers as in other folk, expressing itself in conduct that is sometimes less than professional. Since these conditions prevail from the kindergarten through the university,—or so far as they do prevail,—they are symptomatic, and must be clearly defined and commonly recognized and classified before they can be corrected.

Divinity has maintained itself as a learned profession in spite of low salaries. Country physicians, likewise, constitute an important and honored element of the medical profession, in spite of low earnings. On the contrary, the better salaried groups of teachers, supervisors, principals, high-school teachers, do not usually display clearer professional characteristics than the lower salaried groups. May it not, then, be true that low salaries are due in part at least to lack of professional qualities? Group solidarity and length of service, professional fitness, high professional ethics, and professional alertness will, to some extent at least, tend toward better salaries. Social recognition almost certainly waits on evi-

dence of professional qualities in the teacher. No social group can afford to deny itself the benefit of social intercourse with men and women of refinement, broad learning, and of expert knowledge in any field of usefulness, least of all in the teachers of its children.

Low salaries and lack of social recognition are two conditions that exist by common consent. There is no room for argument here. Our economic and social behavior toward teachers has been and is disgraceful. The remedy awaits the assertion by the teachers themselves, in word and act, but especially in professional conduct, that they are worthy of larger salaries and of social equality. These disabilities may be effect as well as cause. At any rate we should frankly raise the question. For example: group-consciousness or solidarity is notably lacking among teachers. Women teachers frequently avoid classification and identification as teachers. In public places, at public resorts, they try to give the impression that they are not teachers. School-teacher is accepted as a term of reproach. Even during educational conventions, when the streets of the convention city are inevitably overrun by teachers, when hotel lobbies and dining-rooms are monopolized by women teachers, there is this same desire to escape identification as of the genus teacher. It is a token of the fact that there is no group pride. A strange phenomenon. Its explanation probably lies in the fact that the basis of unity among teachers is still the external and comparatively unimportant coincidence of name or place or occupation. The cohesive power of high scholarly purpose, of common civic service, is apparently absent.

The American public-school teacher is young and immature. Fully forty per cent. of her is under twenty-five years of age. That is a significant fact. The woman teacher begins before she is twenty years of age, teaches three or four years, marries, and drops all interest in teaching as a life-work. That young women should marry before twenty-five is reasonable and natural; but it is wholly impossible to build up a

professional *esprit de corps* in a force that has to be recruited so frequently from such immature material. For it should be remembered that few women—it might be questioned if any do—look upon teaching as a life-work before they have passed thirty, which is equivalent to saying that women teachers under thirty are not likely to have a professional attitude toward their work. Since this group constitutes so large a percentage of the entire body, the result is inevitable. Teaching is a temporary employment to them. It fills the marriageable interim between normal school or college and matrimony. In that interim the attention is naturally fixed on the main chance. Time devoted to professional reading is reduced to a minimum; time spent in attendance on educational conferences is not given with professional enthusiasm. Teaching is not a career, but a vestibule to a career.

The few men who continue to drift into teaching are subject to similar temptations. Most men begin teaching because it is the most ready means of turning their education into cash-value. Between twenty and twenty-five teaching offers these young men as large financial rewards as business. But the break comes between twenty-five and thirty. Business offers larger rewards then, or they leave teaching, to complete courses in law or medicine. In either case they are lost to teaching, and their places are filled by inexperienced recruits.

This is doubly hard on the smaller school, since these tender youths occupy places of administrative importance before they have maturity of judgment and thought. They hold places of professional importance, in spite of the fact that they are not seeking careers in teaching.

This apparently leads to the conclusion that the body of teachers consists of forty per cent. of immature women and men, sixty per cent. of unmarried women and unsalable men. This is, of course, only partly true. But it is a fact that men teachers are too frequently effeminate. Someone has said, "There are three genders, the masculine, the feminine, and the 'male teacher.'" Google

Teachers are constantly changing, then, partly because they like to migrate, partly because they leave the profession and their places to young recruits. In rural districts it is not unusual to have ninety per cent. of the force new each year. In cities, twenty to thirty per cent. of the force is annually changed. The migratory habit is due partly to a desire for better salaries, partly to instability in the employing agencies, and partly to a love of change for its own sake.

The teaching force of these communities is extremely variable because it is mobile and temporary. Methods are necessarily unstable, and under such conditions the school product cannot be standardized. Mobility and professional spirit are clearly inconsistent, mutually exclusive.

One damning heresy continues to plague teachers and teaching—a heresy held, it is true, by the laity rather than by the teachers, but not entirely renounced even by the latter. “Anyone can teach.” This is a negation of all professional aspirations. The taxpayer and the school trustee assume the truth of this and act upon it. In the country school, therefore, boys and girls of sixteen or seventeen, without any training in method, with no schooling beyond the grammar grades, are employed as teachers; while in the high schools, college graduates are asked to teach subjects for which they have no special preparation. This is particularly true of English and of history. By accepting employment on these terms teachers of course subscribe to the heresy; and by holding to it, teacher, trustee, and taxpayer together put the stamp of approval on inadequate teacher-training standards. In this, as in other fields, democracy shows its impatience of expert service.

The expert school administrator is free from this heresy. He may be guilty of others—not of this one. He demands adequate scholarship *plus* professional training, even for the lowest-salaried teacher. But democracy is not yet willing to accept the school expert. The definition of standards of preparation—even the selection of teachers—is still prevailing in the hands of school trustees who have no correct basis of judgment. Con-

sequently, too often they choose teachers for their good looks or because they know persons of importance. To expect a professional *esprit de corps* in a body of teachers so selected is the height of folly.

Out of these several conditions arises an inevitable tendency on the part of teachers to stagnate. Teachers must grow in knowledge and in the graces of their art if they wish to remain professionally alive. Stagnation in teaching is certain professional death. But the normal-school graduate is proverbially stagnant. She reads no books, she investigates nothing for herself; she expects the impetus provided by the normal-school training to last through her teaching life, and the community she serves receives rapidly diminishing returns. And college graduates are not notably more progressive. While it is true that they start with a wider horizon and with more extensive scholarship, their enthusiasm for learning is not notably contagious.

Even the late crop of “teachers’ colleges” and “schools of education” does not contribute vigorously to a spirit of progress and the advancement of learning. These institutions love pedagogy and pursue it, sometimes to the exclusion of other good things. They are magnifying the teaching process to the detriment of the learning process. Teaching skill is refined to the point where the child is *taught* everything so skillfully that he *learns* nothing. That is to say, he makes no effort to learn because effort is unnecessary. Under this “soft pedagogy” the learner is chronically passive, even if he is receptive. The “School of Pedagogy” is concerned with method, rather than with the matter of knowledge, and the product is therefore somewhat pedantic, as might be expected. It mistakes the shadow for the real substance, and accepts for its standard the mere conceit of learning.

Now this new pedagogy is harmful in what it fails to do rather than in what it does. That is, its method is harmless, nay, helpful, if it is founded on adequate knowledge of subject-matter. But the pedagogue wants ever more and more method. The summer sessions of our colleges find the “Methods” courses

vastly more popular than the informational and cultural courses. The teacher makes her annual pilgrimage to the "seat of learning," not get *learning*, but to refine the mechanics of method, thus becoming, not more cultivated, but more mechanical in her teaching.

IV

Teaching is nevertheless entitled to be rated among the learned professions. Its claim rests squarely on the importance of the service rendered, on the breadth and depth of the body of prerequisite knowledge, on the special technique by which alone success can be attained, and on a common ethical obligation which rests on those persons who have acquired this knowledge and the technique of teaching.

The service rendered by teachers has very great value, rising distinctly above the vocations and trades in this respect, and comparing favorably with the learned professions. Take the blacksmith's trade, for example. When his work is well done, he has a well-shod horse and a satisfied customer; when it is poorly done, he causes a small financial loss and has a displeased customer. The transaction involves a single customer, and has small significance to the community. The same is true of the trades generally.

Contrast with this the work of the physician or the lawyer. The failure of the former means physical death; his success, physical fitness. The public health is in his keeping. His work has direct social significance. He subtracts from or adds to the common welfare according as he fails or succeeds. In a similar manner, the lawyer who errs secures less than justice for his client; while the lawyer who succeeds gets justice for his client and promotes the cause of justice generally. The tranquillity and the security of the community are in his keeping.

But the teacher surpasses each of these in value to the community, for the teacher who errs injures the cause of truth. By teaching vicious doctrines, he may undermine government, misdirect the mental energies of youth, and retard

the development of society. The forward movements in human welfare become possible only from correct teaching. Civilization advances in accordance with the quality of teaching service. The influence of the great teacher extends through many generations, doing high service beyond the limits of his natural life. It transcends geographical and national boundaries. Witness Socrates and Jesus. Judged by the character of the service rendered, teachers clearly form a distinctive and homogeneous group, which by its peculiar knowledge and special skill controls the general community welfare.

The teacher necessarily professes knowledge on the subject he essays to teach. Generally speaking, then, he should have a liberal education in the best sense. That he should "know something about everything and everything about something," is a hard saying but a true one. And then there is a body of scientific and technical knowledge relating solely to the art of teaching, which must be mastered. With this special knowledge goes a related skill. Persons who have this prerequisite liberal education and the special knowledge and skill are experts, differentiated from tradesmen and purveyors of commodities, forming a group which may be called a profession under the most rigorous definition of that term.

Because this distinctive group, which we are pleased to call the teaching profession, possesses a knowledge and a skill which are vital to the welfare of community and national life, on which depends the continuity of civilization, there rest upon the group definite obligations toward the community and toward each other. These obligations are moral, and form a body of professional ethics. That teachers are becoming aware of their obligations is shown by the fact that codes of professional ethics for teachers have been formulated in several teachers' organizations, notably by the State Associations of New York and Massachusetts. Briefly stated, these codes seek to fix standards of professional qualifications, to outline the principles of professional conduct, and to provide for the advancement of the pro-

fession as a whole. In so far as the teaching body generally accepts its ethical obligations, it has acquired a professional consciousness.

The fundamental question for all of us who give thought to education and the advancement of teaching is the creation and the increase of the professional solidarity which comes from a common consciousness of work well performed. The charlatan with his conceit of learning must give place to the genuine scholar with sound learning. The pedagogue with his pedantry must yield to the simple teacher with rich personal power. The vocationist must not be admitted with his cash-value doctrine until the groundwork of an education has been laid. "Soft pedagogy" must be dis-

placed by a vigorous, self-directed learning process. The temporary time-serving teacher must go. The feminizing process, by which even male teachers lose their virility, should cease. Our watchword should be, *professional conduct*. The new world demands more of teachers than any previous period has demanded of them. Education is the means of social salvation for modern peoples. The teachers must, therefore, have scholarship and technical skill, and also high moral purpose. They must recognize their ethical obligations to the point where they become a cohesive body, a profession. For such a body of teachers the rightful place in the sacred circle of the learned professions is prepared.—*"Atlantic Monthly."*

AMERICANIZATION

Rabbi Eli Mayer, Ph. D., Regents' Convocation, October 16, 1919

THE Americanization problem ought to be envisaged as a world problem. If the Americanization movement is a selfish nationalist movement, it must be ever perilously near self-defeat as most nationalist movements have been. Self-defeat may be said to be a law of nationalism because nationalism tends to concentrate attention, figuratively speaking, on mammoth animals and hence becomes blind to the equally important problem of the food supply to keep these gigantic organisms alive and fully functioning. If megatheria gormandize beyond the available food supply their all conquering, gigantic bodies are worse than useless and become accordingly, annihilated. In a word, no part of creation seems to be self-sufficient. By the law of compensation, therefore, that which esteems itself utterly independent of the world about it, will be surely, if slowly, extruded from the world and become as extinct as are the Gargantuan animals of the past. The vaunting nationalisms of classical antiquity brought ancient empires to remain merely as memories and negative inspirations. The nationalist movement that is being so mightily heralded throughout our beloved Amer-

ica faces, like the god Janus, in two directions. The one sees in perspective the doom "of Nineveh and Tyre;" the other gazes at the divine glories of the most brilliant and enduring civilization which the earth may ever witness. If the Americanization spirit implies all for America and America over all, then the passing tinsel of autumn is already apparent in the promising springtime buds foretelling the marvellous, prosperous era of growth upon which we are entering. If, however, this unique and blessed land of ours be so uniquely blest that it will inspire this Americanization movement to face the issues of a struggling world of which the United States is but a part; and if, as a consequence, we clasp hands with mankind and time our step to the halting pace of the strong but battle-wounded peoples, then our heavenly America will endure as long as humanity survives.

The thought that the fate of America is bound up with the fate of civilization is necessary, natural and good. But it is poles apart from the notion that the fate of civilization is decided by the destiny of the United States of America. It may hurt our pride to think that we are not THE people. We may blink the

fact as much as we choose but it remains a profound truth that many and wonderfully great peoples lived and flourished on this earth centuries and thousands of years before America was discovered, not to mention the ages before the immediate yesterday when the United States of America came into being. We may be ignorant or unconscious of the common bit of knowledge that even Rome, Greece, Judea, Assyria, Babylon and Egypt, the great nations of the past from whose spirit we still breathe the life-giving atmosphere of civilization, were themselves the inheritors and beneficiaries of a dimly remote past when strange human beings groped and grovelled for alphabets and tools. Yea, he who runs may read, that all men of to-day are indebted for the civilization we enjoy not only to the hominine life of the past, but equally to every part and parcel of all of that which "is in the heavens above, on the earth beneath and in the waters under the earth." Myriad, indeed, have been and are the props of civilization; so that if one or even many of these stays of menticulture fell, the rising dome marking human progress did not collapse; and even in our own day it betrays no seams or cracks. Civilization abides. It pays its grateful tribute to protoplasm as well as to Socrates, Napoleon and the British Empire by including the diminutive patterns of their existence in the soaring arabesque structure it is rearing throughout the ages. The most for which we of America can hope is that the pattern of humanity which we are fashioning may have such enduring grace, beauty and soul-worth that civilization may find it of continuous value as it reaches for material for the towering grandeur of its eternal structure.

Granting the vital necessity for facing away from a false and for turning toward a true nationalism, and granting that the bases of such a forward-looking patriotism are dependent upon even as they are a part of eternal civilization, it seems a wise thing to address ourselves to the question concerning the essential component of civilization if we would plan a flourishing Americanization programme.

While momentary reference has been made to the contributions of non-human creatures to the cause of civilization, it will be taken for granted, for present purposes, that it will not be unfair to confine attention to the strivings and achievements of our own species. For indeed strange, tortuous and bewildering enough have been and are the ways of man in gathering the sticks and stones, and making the cement for the enduring hall of his fame. Indeed, it is a serious question as to whether man has consciously or wholeheartedly worked for progress, or for what we call civilization. So many men strain all their powers to acquire knowledge, scholarship, wealth, fame; so many untold billions of human creatures just toil and moil through existence; practically all folks, peoples, nations, states and empires have intentionally and avowedly marched on mainly to keep themselves and their banners in the dazzling, killing sunlight of earthly pomp and glory, that the question is more than a debatable one as to whether man or men have struggled bravely and sincerely for civilization. It may be, at all events, clear that a very difficult equation has been set for solution when the terms man and civilization are juxtaposed. For the nonce, then, is eliminated all thought of non-human creatures, as the center of the state is set for mankind.

In the welter of things that man has done for his own selfish ends, and for his group, national or state ends, what elements may be discerned that bespeak a contribution to civilization, agreeing for argument's sake that as an individual and as a nationalist man consciously and conscientiously wrought for civilization?

Let it be further conceded that when nationalists lived and battled for their nations their chief concern was not so much the exaltation of their own particular state but rather the welfare of all mankind. This has ever been what all of them professed.

If all of this be agreed to, then it may be said that a clue has been found and the way discovered to learn what is the nature of the foundation stones of civilization. When Rome, for instance, trampled about the known world of her day, the oriflamme of military glory and

prowess may have led her on, but the desire was present of making and scattering real human beings—who, of course for Rome were the Romans—all over the known world. Rome wanted Romans everywhere because Rome thought Romans were men worthy of the name man. To generalize this illustration, it appears logical to say that all of the imperial cultures of the past wanted to have men, real men, cover the face of the earth. In a word, all folk and peoples have been chiefly interested in manhood. Because of this, man is the only ubiquitous creature on earth. Prisoning Arctic ice and entangling equatorial vegetation cannot chain the spirit of man. The palm tree cannot flourish in Esquimaux land. Stately icebergs are laughed away into the rippling blue of the Gulf Stream. But man is everywhere, abides everywhere. His pride in his manhood is attested in the tombstones of pristine megaliths, cave burials, cairns and mausolea that dot the entire surface of the globe. Man, and the nations of men, have grappled with nature, consciously or unconsciously, for the sake of ubiquitous man, and it is greatly because of this that civilization has been possible and is fact to-day.

This tribute which man and civilization pay to manhood is confirmed so eloquently and magnificently by nature and also in the records of civilization. Is it not fair to say that nature's voice, speaking the glory of man, is most distinctly and perfectly understood when the inspired words of the Eighth Psalm sing forth their glorious harmonies: "O Lord our God, how excellent is Thy name in all the earth * * When I consider Thy heavens, the work of Thy hands, the moon and the stars which Thou hast ordained, what is man that Thou art mindful of him, and the son of man that Thou visitest him? Yet hast Thou made him a little lower than the angels and hast crowned him with glory and honor. Thou madest him to have dominion over the works of Thy hands. Thou hast put all things under his feet. * * O Lord our God, how excellent is Thy name in all the earth."

This most exalted paean of praise to the glory of man, and therefore to the

glory of God, is sustained in the chords of music which swell from the records of all histories of all times and climes. In briefest and most haunting melody it is found in Carlyle's study of "Heroes and Hero-Worship." This master thinker himself establishes as the climax of his glorification of man the high honors which he accords the hero as king. Whether that keen Scotch thinker was absolutely correct in his etymology may be open to question, but there is no doubt at all that he caught the real spirit of the problem when he connected the word king with the word can; that is, in Carlyle's idiosyncratic phrase, "king is Koenning, which means Can-ning, that is, the Able-man." This King man, this Able man vindicates the divinity that is in man. Hence the king should be invested with the symbols of worship, which word worship Carlyle equates with worth-ship. Such able men, Carlyle says, are the most important of great men for the Commander over Men is practically the summary of all the various figures of heroism. Hence Shakespeare finds, "There's such divinity that doth hedge a king." Using the word king in Carlyle's sense as the able man, the commanding man, it is only too well known that an iron popular will has ever exerted its unyielding strength against the proud will of kings and commanding men, merely to hold them human, to keep them men. Indeed it may be safe to say that history is greatly absorbed with the tale of the humanization of kings and the divinization of man.

All literatures abound with the laudation of man. The gauntlet thrown down to every thinker, next to the supreme challenge of God Himself, is the career of man. The Book of Samuel, the Epistles of Paul to the Corinthians, the Iliad of Homer all unite in the exhortation: "Quit yourselves like men." Jesus appealingly declares that "Inasmuch as ye have done it unto one of the least of these my brethren, ye have done it unto me." The universalistic account of Creation in the opening chapters of the Bible proclaims the belief that man—not men of this nation or men of that religion, but man—was created in the image of God. Shakespeare bodies this forth

in a double sense. For the Bard of Avon was privileged to glimpse some of the mightiest visions placed before men's eyes and was able to tell us clearly of them. Surely he was one of Carlyle's Able men. Then this great English poet magnifies the genius of man in those heartening words: "What a piece of work is a man. How noble in reason! How infinite in faculty, in form and moving how express and admirable! in action how like an angel! in apprehension how like a god! the beauty of the world! the paragon of animals!"

Turning from nature and from the impersonal records of man to our own dear America, we find man, for the first time, formally and practically placed upon the pedestal which civilization has built for him. The moving spirit in Washington's warning against entangling alliances was his belief that European policy had become fixed in the channels of birth-rights, whereas America's unbroken soil contained the richest nourishment for ideals of worth as against birth. As Washington did not want to risk the sending of America's new-born spirit to Europe but devoted all his energies rather to the fostering of America's genius for recognizing the man and not the title, so Monroe strengthened these safeguards by warning the bound spirit of Europe against an invasion of the free American atmosphere. This vigilant attitude against the rights of birth was formally impressed upon our national life when American officials were forbidden by law to receive any titles, decorations or gifts from foreign potentates.

It may have appeared ludicrous to have published the list of the tokens of regard which the President received when he was abroad; and it may have made Americans open their eyes when notoriety was given to the fact that the President would have to obtain permission from Congress to accept these signs and symbols of appreciation, but it all emphasized the great, the redeeming doctrine so sublimely consonant with the soul of civilization that birth and office are the shell—it's the man that counts. The cynic asserts that every man has his price. The individual with faith in civil-

ization avers that acts of manhood are above all price, so that gifts and baubles belittle the man.

Americanization, however, had a large seal incarnadined by rich American blood placed upon it when the Civil War transmuted the lingering petty nationalisms of component states into the indissoluble Union of the United States. A concomitant issue of critical value was the recognition of the negro as a man. The soul of this bitter internecine struggle was found in that man of men, Abraham Lincoln, who is all but the idol of the Americanization movement. He paid a perfect tribute to civilization's exaltation of man and to America's devotion to manliness when, above the clash of the battle-field and against the venomous hatred of the home firesides, he spoke the balm-bringing, healing words: "With charity for all, with malice toward none."

With such American ideals as voiced by Washington, Monroe and Lincoln permeating our atmosphere, small wonder it is that Roosevelt hammered out his ideal of the square deal; and that Wilson—may it be God's will to grant him a speedy recovery to vigorous health—should have extinguished the fire of false nationalisms that was utterly consuming Europe, with that rousing precipitate of Americanization: "Make the world safe for democracy." Amid the bloody chaos of willful destruction, this contribution of America to the imperishable habitation of civilization was placed upon one of its pinnacles of glory; and as surely as God and man are constructing this divine home of progress for man, so surely will this appeal for democracy abide for all time.

Granting that America is a part of civilization; agreeing that civilization is concerned above all with the divinization of man; and having shown that our United States consciously adopted the ideal of man's worth as against birth, title, creed and color, it would seem almost unnecessary further to define Americanization. For it must be evident that if we turn to the threadbare fabric of outworn nationalism that conspires to make all Americans for America so that America can be over all, then our waving

flag will be but shreds and tatters and will in turn pass away. But we do know that Americanization takes it for granted that every inhabitant of this land has in him the sparks of manhood, and it is the duty of all of us to fan these embers into the glowing fire of manly deeds. We take it for granted that all have agreed Americanization means that one hundred per cent. of our population must be able to read, speak and understand English; that our history, traditions and customs become as much a part of every American's life as flying is part of the life of a bird. It is merely a matter of time when these incidents of Americanization will become realities. So why delay to argue about the inevitable?

All of that may be called the body of the Americanization movement, vital, valuable and beautiful as the body is and should be. But our chief concern must be for the soul of the Americanization movement. This soul must be kept in absolute pitch with the soul of civilization, with the eternal ascent of man. Indeed it seems almost impossible to find and to hold this soul in the confusion and turmoil into which warfare, hysteria, prejudice, hate, low ambitions, greed, as well as love, self-sacrifice, honor and religion thrust us. Yet out of all of this bewildering mixture, civilization has been made, even as hovels and palaces make cities; even as backward and forward states make the world. We cannot be committed, however, to the doctrine that because there has been lack of manhood in the past and despite this civilization survived, we may therefore rest content with things as they are. For we know that for the thousands that failed to vindicate manliness, there was ever one man, one group of men, one state that arose and injected a myriad of forces to more than counterbalance the leaden weight of defective parts and hence preserved civilization's progressive building. Had this not been so this United States would never have come into being. The soul of civilization created the soul of America and the Americanization movement must safeguard that soul.

To make this mystic soul idea and ideal of the movement as concrete and clear as possible, it may be helpful to

close this essay with a definition of Americanization. In approaching this topic a digression more apparent than real may be permitted.

A favorite figure of speech has been used in connection with Americanization when our land has been referred to as "The Melting Pot." But as the culinary art is concerned more with the things of the flesh than of the spirit, it may not be deemed presumptuous if the Melting Pot idea of America be here discounted. In its place may be put the Greek idea of the Lampedephoria or the Torch Race. The nations of the world can be regarded as the bearers of the torch of manhood in the race for civilization. That torch is, by common consent, now being borne by our beloved land. Other nations lagged and fell in the race because they had, as it were, a most difficult start. They had to struggle up from primitive and barbaric states before they could carry on the torch. They had to use much precious time to provide nourishment for the flame. But our glorious country has the advantage of fresh full strength as it leaps forward to the great goal. For the glowing genius of England gave us New England with its coal of living fire from the very altar of God. France blest us with Lafayette and others akin to him. From the astounding immigration from all Europe we are not going, pell mell, to make a melting pot. We are gaining heavenly fire from Italy, the enlightening traditions of the Greeks, the flaring genius of the Russians, the poetic warmth and manly vigor of the Irish, and the steadfast glow of earnestness and thrift from the Scotch; the flaming love for freedom combined with zealous care for the lamp of knowledge which Carl Schurz and his German compatriots brought with them; the lightning from Sinai which the sons of Judaism beheld, and they have brought the reflection of its dazzling radiance to our shores; the illustrious soul of Jacob Riis who with the vigorous pioneering spirit of the Danes wrought to do his part toward "The Making of an American;" the fiery dash of Pulaski blazing the way for the sons of Poland; yea, we have the advantage of all this divine fire from Europe's sons to keep our torch vividly

flaring thus, enabling us to annihilate space in our rush for civilization's dizzy heights of the divinization of man.

Recognizing then the manly worth and inspiration of all the offspring of the brilliant European motherlands and appealing to them to lend the light of God which they bring with them to make the torch of our Statue of Liberty flame its godly truth to all the earth, we may be prepared to hear sympathetically a definition of Americanization inspired by the typically American words of the Hon. Franklin K. Lane. His appealing message has a most artistic setting on a poster issued to further the Americanization cause. In the center of the picture is our flag of Stars and Stripes waving bravely in the breeze. The background consists of banks of heavy, white summer clouds set off by the shining blue of a clear, warm day. The stirring painting is entitled: "The Flag Speaks!" Beneath this is the patriotic call of the Flag as voiced by the Secretary of the Interior, the Honorable Mr. Lane: "I am whatever you make me, nothing more. But always, I am all that you hope to be, and have the courage to try for. I am song and fear, struggle and panic, and ennobling hope. I am the day's work of the weakest man, and the largest dream of the most daring. I am the constitution and the courts, statutes and statute makers, soldier and dreadnaught, drayman and street sweep, cook, counselor and clerk. I am no more than what you believe me to be. My stars and my stripes are your dream and your labors. For you are the makers of the flag, and it is well that you glory in the making."

From these holy words we would draw our definition of Americanization in these terms. The Americanization movement means the making of every inhabitant of the United States fully comprehend the ringing English of the American Flag when it says: "I am what you make me—nothing more."

America guarantees the protection of the law to every rich man and to his honorably earned wealth; but if he strives for special privileges or profiteers the American Flag says to him: "I am what you make me, a buccaneer. a pirate." Good old Burns would remind

the offenders that rich men have been, can and ought to be human because—"a man's a man for a' that." Americanization stands solidly by the phalanxes of labor to render them invincible when they unite for a peaceful and reasonable development of legislation ensuring their God given rights to life, liberty and the pursuit of happiness. But Americanization discountenances non-human talk of classes and masses, and gainsays the doctrine of class warfare, for it whispers that "a house divided against itself cannot stand." To the mischief breeder, the demagogue, the blind doer of violence, the Flag says: "I am what you make me; the Star Spangled Banner ridiculed by men as the sponsor of riot, lynching and wanton bloodshed."

To such a Convocation as is this meeting of the Regents of the University of the State of New York, devoting this annual session to the problem of "The Child in Industry," the Flag also says: "I am what you make me; for behold abroad there is chanted the hymn of praise to America for hearing the voices of little children saying that they want to grow up to be men." The world needs men. America has the torch to lead the world to the vast storehouses of manhood, for it is true, as Bayard Taylor exclaimed in his thrilling rhapsody of America: "Fused in her candid light to one strong race all races here unite. Tongues melt in hers. Hereditary foemen forget their sword and slogan, kith and clan. 'Twas glory once to be a Roman. She makes it glory, now, to be A MAN."

THE LAW OF SELF-CONTROL

The Good American Controls Himself

Those who best control themselves can best serve their country.

1. I will control my tongue, and will not allow it to speak mean, vulgar or profane words.

2. I will control my temper, and will not get angry when people or things displease me.

3. I will control my thoughts, and will not allow a foolish wish to spoil a wise purpose.

DEMOCRACY INVOLVES DUTIES AS WELL AS RIGHTS

Albert A. Mexas, Major Infantry, U. S. A., Before Department of Superintendence

DUTIES cannot be taught by force. Without ideals there can be no real loyalty, without loyalty there can be no full appreciation of the meaning of duty. Loyalty to national ideals, alone will create a deep-rooted sense of civic duty.

For many years, in our schools, great emphasis has been placed on the glories of our democracy, with its inalienable rights and privileges conferred on its citizens by the constitution. It is perfectly clear to every American citizen that he has the opportunity of becoming the Chief Executive of the nation, that he has the right to enjoy life and liberty, the right to worship, to hold property, and to speak as his conscience dictates. In appreciation of these privileges, schools have unquestionably taught that it is a duty to vote, to accept jury assignment, and to attend primaries. But there are many other civic duties in a true democracy.

What do we mean by national ideals upon which loyalty and love of country are dependent?

A vandal nation once said, "Germany may, in less than two centuries succeed in dominating the whole globe—if only it can in time strike out on a new course and definitely break with Anglo-American methods of government and with the state-destroying ideals of the French Revolution." From a pulpit, these words were uttered: "What does Right matter to me? I have no need of it. What I can acquire by force, that I possess and enjoy. . . I have the right to do what I have the power to do." And a philosopher added "The state is the sole judge of the morality of its own action. It is, in fact, above morality, or in other words whatever is necessary is moral." Briefly, this nation believed that the future of humanity depended upon German World-Dominion. To gain this divinely inspired end, force was necessary; to obtain world-control by force, was, therefore, right.

That is a criminal but a very definite ideal; that is the one great motive factor

which united the barbarians into a determined and fiendish mass, so powerful that a United World was almost crushed.

For four long years a great nation and its Allies held the upholders of this doctrine of brute force at bay. That nation also had its ideals, which united its defenders into a noble, heroic, unconquerable people. "Liberty, Equality, Fraternity," the ideal of the French Republic was at stake. For these ideals of Freedom, Brotherhood, Equal Rights, France fought and conquered. We can say, as Walt Whitman did in 1871:

"Again thy Star, O France, fair, Lustrous Star,
In heavenly peace, clearer, more bright than ever,
Shall beam immortal."

What are our own ideals? What motto to crystalizes in a few words the ideals of America? "E Pluribus Unum" is an uninspiring statement of fact. "In God We Trust," represents passive self-satisfaction. What are the ideals which make every American feel that membership in this democracy involves duties and responsibilities as well as rights and privileges? There can be no clear sense of duty and responsibility where loyalty does not exist, and loyalty can only reign where it is created, enriched, expanded by service. The average American's life is not inspired by genuine love of country, because he has not been taught the ideals which will make him perform acts of loyal devotion to his country in peace as well as in war.

We are told that the United States is the greatest country because it has six per cent. of the world's area, five per cent. of its population, 33 per cent. of its wealth and products, 70 per cent. of the cotton, 72 per cent. of the oil, 59 per cent. of the copper, 43 per cent. of the pig iron, etc.

The repetition of this boastful, patriotic litany will not result in the permanency and glory of our American institutions. Financial, physical, industrial, agricultural greatness is not an end for

which we are willing to sacrifice and to serve.

To many loyal citizens, patriotism means passive admiration for American institutions, kept alive by thrilling manifestations of emotion occasioned by a passing flag, the marching of soldiers, the notes of the national anthem, a news item of victory. That is not the patriotism which will keep burning the glorious fires of democracy. For, patriotism means obligation and service—service in peace as well as in war. Democracy cannot long continue without this patriotism. Unless every citizen serves and sacrifices, he does not really love his country. There can be no service without love; there can be no love without service, and without this true love of country, the nation will sooner or later fall into a state of selfish individualism from which it can never arise.

Democracy, then, means organized national service, social, political, industrial service. Every citizen must individually share in the glorious machinery of democracy. Without efficient loyal service on the part of every citizen there can be no true progressive, permanent democracy. It is service that must be taught and not patriotism. Real love of country, the patriotism of service and sacrifice, will grow of itself into a vital national force. The time has come to emphasize duties and responsibilities. Duty and responsibility mean service. In order to do this, we must make a united and determined effort to make clear to boys and girls the full meaning of those "emotional spasms," which we call patriotism, too long nurtured by the curse of American life—American bluff.

If it is the object of education to make good, active citizens, it is the duty of schools to teach ideals of service. There are two questions then to be answered.

1. What ideals of service, what duties need be taught?

2. How shall these duties be taught?

Duties are often divided into duties toward oneself, toward one's fellow beings and toward the Creator, but this classification has a tendency to bring about and even sanction emphasis on one class of duties and neglect of the others, resulting in narrow individualism, blind

altruism or selfish religion. Just as there are universal rights of man, so there are, it seems to me, universal ideals and duties.

These are the American ideals which involve duties and responsibilities toward American Democracy: 1. Health, 2. Intellect, 3. Character, 4. Industry, 5. Personal contribution, 6. Freedom, 7. Equal Rights, 8. Brotherhood, 9. Reverence.

Each ideal demands the performance of definite civic duties.

A successful democracy must be a group in which the individual is physically able to perform his daily tasks efficiently and to protect this group should it be assailed; he must have the knowledge and training necessary to solve the constantly changing social, political and economic problems; he must have initiative, force, tact, loyalty and leadership; he must work with fidelity and perseverance in the vocation best suited to his ability; he must contribute to science, industry and literature; he must hold sacred the principles of freedom; he must uphold justice and therefore equal privileges, duties and opportunities, for all; he must understand the full value and beauty of brotherhood which means charity, courtesy, helpfulness and friendship, and lastly he must respect and revere the family, the nation, humanity and the Supreme Being.

Health, intellect, character, industry, contribution, liberty, equality, fraternity and reverence. These ideals of civic duty demand constant stress, on the part of schools and schoolmasters, on the vital importance of national service.

2. How shall these duties be taught?

- a. The School must give every opportunity for service. The school must not plan its work with a view to future service, but must train daily habits of duty, service and sacrifice, by assigning duties in such a way as to make it clear that without co-operative service the school will fail. There must be enthusiastic and sincere encouragement and supervision of school and community activities, and also of national activities such as Military Training, Boys' Working Reserve, Boy Scout work, Camp Fire Girls, Red Cross, etc. The school must seriously assume the duty of preparation for

American citizenship and for a world citizenship. This cannot be brought about alone, by laying stress on the axioms of geometry, the dates and campaigns of history, the beauties of Evangeline and Burke's Conciliation, the machinery of city, county, state, and national government. Pupils must be made to see that mental training is not the sole aim of the school. Let each school adopt a scale of marking or rating which will show at each report period, the progress of the pupil in carrying out these ideals which as a citizen of this democracy it is his duty to cherish. Upon this scale would depend promotion and graduation. May I suggest a scale which many here could more successfully than I amplify and complete:

1. Health (physique, neatness, voice, endurance).
2. Scholarship (in detail or showing average standing with subjects showing deficiency).
3. Character (courtesy, obedience, respect for authority, friendship, justice).
4. Service (loyalty, co-operation, dependability, enthusiasm for welfare of others). (Participation in school and community activities, membership in national service organizations.)
5. Leadership (initiative, tact, force, self-reliance).

I hope to see definite rewards in form of medals and scholarships, not for proficiency in ecclesiastical history, geometry, and composition, but for character, service and leadership.

(b) The Schoolmaster—The schoolmaster's duty is to foster in the young hearts under his charge, the sacred love of country, by an example of service, in time of peace as well as in time of war.

With all the force of their reason, with all the strength of their heart, the children of France have always learned to perform their duty towards their beloved country; the master has even been the exemplification of duty and service; never was the lesson more clearly taught than in the past four years, during the absence of their teachers, for they saw their masters by their voluntary and joy-

ful sacrifice of their existence, attest the commanding beauty of the national ideal. Let me quote two sentences from an article on the teachers of France during the Great War: "The French schoolmasters (and under this title I include all who, in the various degrees of the educational hierarchy, combine in maintaining the nobility of the collective soul of France)—the French schoolmasters have been outstripped by none on the heroic path of duty and death. The solemn and glorious pages of the University Golden Book will bear eternal witness before man to the moral grandeur of those to whom the education of our youth was entrusted."

In school, the master must find inspiration in every subject, geography, history, literature, science as well as civics, for teaching service, and the daily practices of true civic life.

Let us then teach ideals of health, character, industry, contribution, liberty, equality, fraternity and reverence, not by lectures on ethics and civics, but by a demand for the sincere fulfillment of definite civic duties and the performance of definite acts of national service. Let us emphasize the fact that democracy means organized national service; that unless every citizen shares in the progressive movement, government by the people will fail.

May I go one step further? I hope this active citizenship may go beyond the boundaries of the United States. A little French child wrote this thought on France and America: "There is in France a river, so narrow, that the voice can be heard from one bank to the other. With one stroke of the wings, birds cross it. Great armies cover its banks, but the distance which separates them is greater than the space between the stars and the earth, for, it is the distance which separates right from wrong. There is also a great ocean. It is so vast that seagulls do not dare to cross it. On its shores, there are two great nations, but they are close together, for their hearts touch."

This little girl saw boundaries destroyed, distances overcome by a great love. Is it not time to teach a new ideal which will strengthen our love of country, by increasing our love for humanity. We

shall see with pride a new citizenship, a citizenship which in the words of Lowell will contribute "to the knowledge, the moral energy, the intellectual happiness,

the spiritual hope and consolation of mankind." That I hope is the new duty and responsibility of the American citizen.

WAR CONSEQUENCE EDUCATION—NECESSARY FOR THE REARRANGEMENT OF THE HISTORY AND CIVICS PROGRAMME

C. E. Rose, Superintendent of Schools, Boise, Idaho

THE American school system has not been a failure. This fact should be borne in mind, when at this momentous period in our history we pause to look for the imperfections in our past work or consider the larger programme which the future holds for the public schools. The world war has given to education a place of prominence, of which we little dreamed a few years ago. The children in our schools believe they helped to win the war for democracy and righteousness. This belief is well founded because of the many urgent calls made upon them for their help. This belief, furthermore, puts them into an attitude which should make their education easier and richer if we but take advantage of the situation.

The war has taught us some valuable lessons. It has taught us conservation and thrift. We have conserved food to feed our armies and our allies. We have taught thrift for a noble purpose. But we have caught a vision of the conservation of time in our educational system. Under the guidance of a lofty motive, aims have been reached by intensive training during these war times that have astonished some and non-plused others. The impossible has been accomplished. If we now fall back into our old ways, we do not deserve the victory we have won. Time and energy must be conserved in all our school work. The value of a motive has been proved.

Every phase of education is affected by the war. We are not to-day what we were two or four years ago. Those who teach, know better than to follow the old ways—the children to be taught have had a glimpse of the promised land to which they cannot be denied access. The history and civics programme in our schools must undergo a change. No

longer may we look upon history teaching as the presentation merely of certain events and dates to be learned. Unless an event in history can be made to throw a light upon the present it must be discarded. Teachers must stop thinking of history as a succession of events in the progress of the race, these events to be crammed into the minds of children in order to educate them; they must think rather of the progress of the children in the process of education, as measured by their attitude toward the events and the leading characters of history.

Are the world's heroes dead and gone, or do their deeds animate the youth of to-day, ennoble their young lives and spur them on to a higher type of citizenship and service to their fellows now? As an illustration, let us be more specific. Whether the events following the American Revolution and leading up to the adoption of the Constitution are well taught can be measured by the attitude of the children towards those events. They are well taught only when the children look upon them as the necessary steps wisely taken to lay the foundations of the Government, which now makes it possible for us to be the happiest, most prosperous people of all the earth. They are well taught only when the children feel a gratitude toward the founders of the Republic that spurs on to nobler living.

In our schools, both elementary and high, the central theme of all history teaching should be to show how the present came from the past. We can well afford to learn a lesson from our oriental neighbors, and teach more ancestor worship. A higher regard for the deeds of our forebears, a little more attention to their words of wisdom, a studied attempt to pattern after their

virtues, will make of the present generation a race more worthy of the priceless legacy handed down to it.

In the last few years, there has been too much of an attempt to teach the history of other peoples and other nations, whether closely or remotely connected with our own history. Too much attention has been paid to the history of Greece and Rome and Europe, and too little to that of the American Republic. High school pupils have spent too much time upon Punic Wars and some Pope of the Eleventh Century, when they knew nothing and cared less of the important events and characters in our own history. They could talk glibly of Xerxes and Xantippe, Zeus and Cleopatra, when they knew nothing of their heritage from Samuel Adams, Alexander Hamilton, Daniel Boone or Daniel Webster. Let us give time to American history first and other history later when our most important lesson is learned. Let us reduce the study of ancient and medieval history to a minimum in order to put time on modern history. Let us know that the most important of all history is not in the text books—I mean the history of the glorious NOW. A more prominent place must be given to current events. In fact current events can and should be taught in connection with all history. To do this many teachers must be made over, but that will do them good. We are worthy of our place in the present only if we make the most of it.

Our honored senior Senator from Idaho said the other day: "What we need in this country, Sir, is the fostering and strengthening of the national spirit, a re-baptism of national pride, a re-consecration to the purposes for which we organized our Government. Preach the doctrines of the fathers for a while and see how the American people like it. Tell our people anew how we are distinguished from all the peoples of the nations of the earth, the liberty, the prosperity, the independence, the initiative, the individuality, which we enjoy as compared with other nations or peoples. When you have done that you will plant in the hearts of the American people again and anew that which Bolshevism can not uproot."

These words from Senator Borah constitute sound principles for the teaching of history in our schools. We are unanimous for the Americanization of foreigners. Why not start in on the natives?

As I have already stated, the children in our schools have been made to feel that they helped to win the war. By means of the Food Conservation programme, the work of the Junior Red Cross, war gardens, and the War Savings Stamp campaign, school and life have been brought closer together. Millions of children all over our country have been made to feel their duty to their nation and to the principles for which it stands. There has been a part set aside for the children to perform, no less glorious, no less important than that of their elders. They have done their duty. And in all this real, live, worthwhile lessons in civics have been taught, for the essence of good civics teaching is to make the citizen aware of his duty to his state and inculcate such a strong desire to do that duty that immediate whole-souled action results.

What is to take the place of these agencies for civic training? Surely peace has as much to offer as war. Through the work they have done during the past two years, our millions of children have learned to know that all the world is kin: they have sacrificed without hesitation to relieve the suffering of unfortunates whom they have never seen. Cannot these feelings be transferred to their immediate surroundings and to the sufferers in their midst whom they have seen? They have saved and bought thrift stamps to help win the war. Cannot thrift now be taught for thrift's sake? School work of all kinds should be looked upon as a civic duty by the children themselves. It should not be difficult to develop the ideal that a truly patriotic man owes to his country his whole self, the best mind he can develop, the best efforts he can put forth, and that in giving all to his country he saves all for himself and posterity. Thrift and temperance, sanitation and health, work and play, each has its part in the duties of a truly patriotic citizen. Our civics programme must include all these things.

Democracy and civilization will never

be safe as long as part of our people revel in wealth and extravagance and another part groan in hardship and misery and want. The school, with its democratic standards and ideals, has the opportunity in the future, as in the past, to lay the foundations of a mutual and sympathetic understanding among citizens in all walks of life. It has the opportunity and the duty of teaching history and civics in such a way that the citizens of to-morrow will glory in the rich heritage handed down from the fathers. They will understand their patriotic duty in guarding the foundations of our Government, so carefully laid. They will know that any will of the people may be put into law in a peaceful and orderly manner provided for in our system of government. They will reverence law and order in city, state and nation.

I have undertaken to state some of the principles which I believe underlie the changes that must take place in the history and civics programme. What shall

be the course of study? It must be arranged not in terms of events, or epochs or men, but with a view to the creation of ideals and right attitudes in the children themselves. Let us not teach history and civics to children, but by means of history and civics prepare our youth for a useful citizenship. History teaching is futile if children merely learn dates, and about men and events, even cause and effect will be meaningless, unless the motives and ideals that governed those men and controlled those events, are made to animate the breasts of the children in their work and thinking. The teaching about government or the rights and duties of individuals in relation thereto, is entirely inadequate unless accompanied by a participation in the work of the government and the society of which the child is a part. In a democracy the child has a right to a preparation for useful citizenship as an adult by that participation now to which he is justly entitled.

The Teachers Retirement Fund

THE present plan of retirement and annuity was established by the legislature in 1911, and the law took effect August first of that year. The law was favored by all organizations of teachers, and was as favorable as could be obtained at that time. Three of the five members of the Board and the secretary have served from the first, and a fourth member for the last six years. The Board has made an annual report to the Commissioner of Education, containing full and detailed statistics of their work. This has been printed year by year in the report of the Commissioner, and the working of the system thus made public for all.

The Board has retired in all 898 teachers, has added 94 annuitants from places which have merged their local plans in the state system, and has at present 831 teachers on the retired list. The Board approves without any claim for disability all requests for retirement by applicants who have taught 35 years and are 60 years of age, or who have taught

25 years and are 65. In all its operations the Board has, of course, been obliged to follow the provisions of the law creating it. The Board has always kept in mind that it is distributing money paid by teachers themselves, and is responsible for its proper use. It believes that no deserving request for retirement has been refused.

The funds now amount to about \$1,200,000.00, and the annual receipts exceed the payments by more than \$100,000.00. The Board has absolute confidence in the ability of the present plan to meet all proper demands upon it. At the same time the Board favors the change by which this entire matter can be placed upon an actuarial basis because it believes that experience has shown that this is the only scientific basis available. The Board assures all who have been retired and all teachers now contributing to the fund that they need have no anxiety for its future, and calls the attention of all interested in the matter to section 1101 of the Education Law

which provides that the fund shall consist of:

"1. All contributions made by teachers, school districts and cities.

"2. Income or interest derived from the investment of moneys contained in such fund.

"3. All donations, legacies, gifts and bequests which shall be made to such fund, and all moneys which shall be obtained from other sources for the increase of such fund.

"4. Appropriations made by the state legislature from time to time to carry into effect the purposes of such fund, and which appropriations when made shall be paid into such fund, and may be expended in the same manner as other moneys belonging thereto."

For the State Teachers' Retirement Fund Board by

GEORGE P. BRISTOL,
President.

Report of Treasurer, New York State Teachers' Association, from January 1, 1919, to January 1, 1920

Balance on hand.....	\$ 3,064.44
Membership fees	10,976.50
Assessments for expenses, retirement fund.....	4,013.12
Journal advertisements	579.28
Collection at Albany meeting.....	230.00
	—————\$18,863.34

DISBURSEMENTS

Salary bill Legislative.....	\$ 1,275.84
Retirement fund bill.....	3,558.62
Calling off 1918 meeting.....	72.78
Official stationery	73.96
Executive committee meetings.....	459.88
Clerical service	282.39
1919 meeting	856.81
Salary of Secretary.....	500.00
Salary of Treasurer.....	200.00
Expenses of President	134.18
Expenses of Treasurer	24.45
Publication of Journal	3,640.84
Expenses of Sections:	
Normal and Training Teachers.....	66.24
Household Arts	72.15
Elementary Schools	70.87
English	96.42
Mathematics	6.72
School Administration	10.30
Penmanship	31.10
Commercial	35.65
Library	24.50
Music	134.30
Subnormal and Backward Children.....	49.25
Mailing Machine account	225.00
President's drawing account	200.00
Balance on hand	6,761.09
	—————\$18,863.34

W. H. BENEDICT, Treasurer

STATE DEPARTMENT OF EDUCATION**Lloyd L. Cheney****PART-TIME OR CONTINUATION
SCHOOLS**

PART-TIME schools will be established in each of the 104 cities and school districts of the State which have a population of 5000 or over in September, 1920. The law making attendance upon such schools compulsory for all children between fourteen and seventeen years of age, not in attendance upon the regular schools and not high school graduates, was passed at the last session of the Legislature, and approved by Governor Smith, May 10, 1919. Classes will be held only on regular school days between 8 a. m. and 5 p. m. and pupils will be required to attend not less than four or more than eight hours a week.

The regulations of the State Board of Regents governing the organization and administration of part-time schools and the recommendations of the commissioner of education as to courses of study will be printed in bulletin form and will be ready for distribution by February 1, 1920. The courses for the training of teachers for such schools will be started at the same time in the principal cities of the State. Courses for directors, principals and teachers of part-time classes will be given during the coming summer.

Part-time instruction will not be given as a substitute for regular school work, nor for the purpose of remedying the educational deficiencies of the children required to attend. Its aims will be civic and vocational. Through proper teaching of such subjects as American history, citizenship, industrial history and economics it will explain to boys and girls their duties and responsibilities as members of a democratic society. By means of industrial, commercial, academic and home-making courses it will help children to make a choice of and to perfect themselves in some vocation.

The industrial, commercial, academic and homemaking courses will be taught by persons who have had considerable actual experience in the fields mentioned. The pupils will devote from one-half to

three-fourths of their school time to practical work or to instruction in subjects closely related to such work. Large provision will be made for individual instruction. For the most part the instruction for fourteen and fifteen year old children will be prevocational in character, that is, it will be for vocational guidance purposes, while sixteen and seventeen year old children will be given instruction supplemental to the occupations in which they are engaged. Probably some provision will be made to enable pupils who have completed prior to their admission to part-time school a year or more of high school work, to continue their academic instruction.

Special state aid will be given to cities and districts maintaining part-time schools and will be determined by the sums paid for teachers' salaries. The quota will amount in the case of the first teacher exclusively employed to two-thirds of the salary of such teacher, and in the case of teachers after the first, whether exclusively employed in part-time instruction or not, to one-half of the salary paid to such teacher or teachers for part-time work only, but not more than \$1,000 of aid will be given on account of any one teacher. Probably some additional aid will be given from federal funds appropriated under the Smith-Hughes act.

The work in the state will be organized under the direction of the Division of Agricultural and Industrial Education.

Wisconsin and Pennsylvania have had compulsory continuation school laws for a number of years. Fifteen states in addition to New York passed such laws last year.

**CARE OF THE EARS AND EYES OF
SCHOOL CHILDREN**

The Department has recently issued a twenty-one page bulletin on "The Eyes and Ears of School Children." It deals with the causes of the defects of the eyes and the ears so frequently found among

school children, emphasizes the necessity of preventing these defects so far as possible, and gives instructions as to how to examine the eyes and ears. It also explains how expert services can be obtained in any section of the State for deserving children needing corrected treatment. The last page of the bulletin is devoted to a label, designed to be pasted on the inside of the front cover of at least one text-book of every pupil, on the "Rules for Care and Use of the Eyes." School men and women are urged to familiarize themselves with the instructions of this bulletin and to apply to same so far as possible in the state programme of school health service.

TRAVELING LIBRARIES

As the circulation of books from the traveling library collection grows, some unnecessary difficulties are being experienced. In filling out the blank furnished by the Department teachers are requested to be careful to see that the signature of the trustee is given in the place provided for it. In the few cases where the trustee is unwilling to sign, the Division will accept the signature of some property holder of the district written in the place provided for it on the back of the application blank.

REVISED COMMERCIAL SYLLABUS

The Department has authorized the following information in answer to numerous inquiries relative to the revised syllabus in commercial subjects:

1. Beginning with January, 1920, all examinations in commercial subjects will be based on the revised syllabus. These examinations will not be radically different from those given in the past. The lack of detail in the outlines given in the 1910 syllabus has permitted in the last four or five years certain modifications of the question papers which are now provided for in the revised syllabus.

2. Pupils entering the January 1920 examination in bookkeeping 1, who have studied the subject three periods a week during the first semester and five periods a week during the second semester, will

be regarded as having met the time requirement and on passing the examination will be entitled to the five counts allotted to the subject.

3. Pupils who have met the time requirement in bookkeeping 2 and who pass the prescribed examinations in January, 1920, and thereafter, will be entitled to ten counts although they may have been credited with only three counts in elementary bookkeeping as provided for under the old syllabus.

4. Pupils entering the January 1920 examination in business English, who have studied the subject three periods a week during the first semester and four periods a week during the second semester, will be regarded as having met the time requirement and on passing the examination will be entitled to the four counts allotted to the subject.

5. Pupils entering the January 1920 examination in commercial arithmetic will be held to the full time requirement of five periods a week for the school year.

6. Pupils who are now credited with having passed the examinations in elementary bookkeeping and business practice, commercial English and correspondence or commercial arithmetic as provided for under the old syllabus, without further study, may enter the January and June 1920 examinations in the corresponding subjects and on passing the examinations receive the increased number of counts allotted to the subjects under the revised syllabus. The fact that pupils are taking the examinations for this purpose should be explained in a statement attached to the answer papers submitted.

7. The academic diploma in commercial subjects, under the requirement prevailing up to the present time, will continue to be issued for two years (up to and including June, 1921) for those who wish to qualify under those conditions.

8. As indicated in the list of subjects prescribed for the diploma, commercial arithmetic and bookkeeping 2 will not be counted as mathematics. Either algebra or geometry must be offered to meet the mathematics requirement as prescribed under the head of general subjects.

9. Until the new history syllabus is

put into full operation, civics will be accepted toward the ten counts required in history.

10. An average standing of 75 per cent. in the group of commercial subjects is required. The average will be computed as follows:

The standing allowed in each subject is multiplied by the number of counts assigned to the subject, and the sum of the products is divided by 26, the total number of counts required in the commercial group.

GENERAL NOTES

In order to help conserve the inadequate printing funds, the Department has decided to issue the Bulletin to the schools only once a month for the remainder of the school year.

Winfield A. Holcomb, for several years specialist in teachers' training class work, has been appointed assistant director of the Examinations and Inspections Division to succeed Randolph T. Congdon.

Hon. Abram I. Elkus of New York, a member of the Board of Regents since 1911, has resigned from the Board to enter upon his duties as a judge of the Court of Appeals, to which he was appointed by Governor Smith.

The new syllabus in oral English and the tentative syllabus in history have appeared from the press, and copies have been sent to superintendents and teachers. Teachers are especially urged to study the latter syllabus and indicate to the Department any suggestions or desirable changes.

Edwin B. Richards has been appointed specialist in English, and F. Eugene Seymour specialist in mathematics, to succeed Frederick H. Bear and Elmer E. Arnold, respectively.

The State Museum has announced a series of twelve popular lectures to be given in the State Education Building this winter.

On December 23rd the Department gave a Christmas entertainment in Chancellors Hall, the proceeds from which were used to help fill the Christmas stockings of the poor children of Albany.

The Division of Archives and History hopes to have ready for early distribution a pamphlet on the School Law of 1795 and its working in Westchester county. Those who are interested in this first experiment in state aid to the common schools of the State may get a copy by addressing their requests to Dr. James Sullivan, State Historian, Education Building, Albany.

Dr. Finegan appointed a committee on a syllabus in civics and patriotism for elementary schools, consisting of Edward P. Smith of North Tonawanda, Miss Mabel Skinner of the Washington Irving High School, and Miss Judith C. VerPlanck of Hunter College. This committee has made its report and it is in the hands of Acting Commissioner Wiley.

BOOK NOTICES

A Treasury of Verse for Little Children. By M. G. Edgair, M. A., author of "A Treasury of English Ballads," etc. With frontispiece. Decorative binding. 12mo., 50 cents, net; postage, 5 cents. Thomas Y. Crowell Co., New York.

The book is of convenient size to hold easily in one hand, or slip into the side pocket. Its compact form is also well adapted to classroom use. Its 128 pages contain the cream of the old favorites among shorter poems suited to little folks. There are some sixty authors represented—an admirable selection of real value in giving to the childish mind a taste for the best in literature, at the earliest and therefore the most impressionable age.

French Fairy Tales. By M. Cary. Cloth, illustrated, 300 pp. Price, \$1.25 net. Thomas Y. Crowell Company, New York.

"French Fairy Tales" translated by M. Cary is a collection of stories derived from the French provinces and colonies, having been selected and translated from the pages of the French Folk-lore Journal, "Me'lusine;" while the remaining stories have been taken from Paul Sebillot's "Contest des Provinces de la France."

The book is not only of interest because of the origin of its material but the stories hold a key-note of the true fairy tale.

Grand-Daddy Whiskers, M. D. By Nellie M. Leonard. Cloth, illustrated, 104 pp. Price 75c net. Thomas Y. Crowell Co., New York.

Is a sparkling little story, relating many adventures of Grand-Daddy Whiskers and his family. The illustrations lend an added touch of real life to the adventures, allowing Grand-Daddy to steal his way into the hearts of the little people at the Story Hour.

The Blind. Their Condition and the Work being done for them in the United States. By Harry Best, Ph. D. Cloth, xvi-763 pp. Price, \$4.00. The Macmillan Company, New York.

Dr. Best divides his discussion into six parts:

- (1) General Conditions of the Blind.
- (2) Blindness and the Possibilities of its Prevention.
- (3) Provision for the Education of Blind Children.
- (4) Intellectual Provision for the Adult Blind.
- (5) Material Provision for the Blind.
- (6) Organizations interested in the Blind.

The treatment is encyclopedic in character and is of utmost scientific value. It is a monumental contribution in its particular field.

•L. A. PECHSTEIN,
University of Rochester.

Survey of the St. Louis Public Schools.

Under the direction of Charles H. Judd, Director of School of Education, University of Chicago. Cloth, 3 volumes. Price, \$2.25 per volume. World Book Company, Yonkers-on-Hudson, New York.

The schools of St. Louis were surveyed in order to determine the means for providing school enlargement when the maximum of current income was already attained. The survey report is in three volumes. The first discusses the organization and administration of the St. Louis schools, the second the actual work of the schools, the third the financing of the schools. The survey staff in-

cluded such specialists as Bobbitt, Cragun, Daniels, Dearborn, Dresslar, Ehler, Freeman, Gray, Hartwell, McCormack, Merick, Morrison, Peterson and Rugg. Each specialist has contributed an authoritative body of information, and their separate chapters present the most thorough going treatment of a comprehensive number of school problems that has ever been made. These volumes are well worth a place on the shelf of the school superintendent. The reader cannot help but feel that the educational spirit and open-mindedness of the school authorities and citizenship of St. Louis guarantee for her a system of public education not excelled by that of any large city in the United States.

L. A. PECHSTEIN,
University of Rochester.

General Methods of Teaching in Elementary Schools. By Samuel Chester Parker, Professor of Educational Methods at the University of Chicago. 12 mo., cloth, xx-332 pp., illustrated. Price, \$1.60. Ginn and Company, New York.

Professor Parker's latest book presents for the elementary school teacher very much of the material already successfully prepared for the teacher of the high school grades. Professor Parker's book is unusual in that it is primarily based upon the facts of experimental psychology; that he applies principles of scientific business management to the conduct of all teaching; that he adapts all instruction to contemporary social needs. The careful organization of the several chapters is especially noteworthy, as well as the valuable illustrations. Although the author's style is at times mechanical, he strives to be very concrete. The book presents unusual values for normal school, kindergarten-training school, and teacher's reading circles. It presents limited value for the teacher beyond the sixth grade. It is to be hoped that Professor Parker will complete his methods books by a third one restricted to the problems of teaching in junior high school.

L. A. PECHSTEIN,
University of Rochester.

What the War Teaches About Education. By Ernest Carroll Moore. Cloth, x-334 pp. Price, \$1.20. The Macmillan Company, New York.

In this very readable book, Professor Moore brings together a series of lectures and papers of the past few years. The only justification of such a grouping is that all the chapters tend to show that "general education, whether of the formal discipline type or of the merely aimless-keeping-company-with-studies sort, cannot be relied upon." Even the author's interesting method of presentation cannot blind the careful reader to the repetitions and sometimes exaggerated presentation of certain view points. The production possesses cultural rather than strong scientific values.

L. A. PECHSTEIN,
University of Rochester.

BOOKS RECEIVED

EARL, EDWARD C. "The Schoolhouse." Paper, illustrations, designs, etc., 52 pp. Price, 30c. Edward C. Earl, Washington, D. C.

ALVAREZ QUINTERO, S. and J. "La Muela del Roy Farfan." Cloth, xii-93 pp. Price, 60c. World Book Company, Yonkers-on-Hudson, N. Y.

THOMPSON, JOHN G., and BIGWOOD, INEZ. "Winning a Cause." World War Stories. Cloth, illustrated, 372 pp. Price, 80c. Silver, Burdett & Co., Boston, New York, Chicago.

HOLMES, ROY J., and STARBUCK, A. "War Stories." Cloth, 337 pp. Price, \$1.25 net. Thomas Y. Crowell Company, New York.

WINES, FREDERICK H., and LANE, WINTHROP D. "Punishment and Reformation." A Study of the Penitentiary System. Cloth, illustrations, xi-481 pp. Price, \$2.50 net. Thomas Y. Crowell Company, New York.

FOXCROFT, FRANK. "War Verse." 303 pp, gilt top, flexible cloth, \$1.25 net. Flexible leather, \$2.00 net. Thomas Y. Crowell Company, New York.

FREELAND, GEORGE E. "Modern Elementary School Practice." Cloth, illustrated, 424 pp. Price, \$1.50. The Macmillan Company, New York.

CURTIS, GEORGE WILLIAM. "Prue and I" and "The Public Duty of Educated Men." Cloth, Frontispiece, 254 pp. Price, 32c. The Macmillan Company, New York.

MOORE, ERNEST CARROLL. "What the War Teaches About Education," and Other Papers and Addresses. Cloth, 345 pp. Price, \$1.20. The Macmillan Company, New York.

STIMSON, RUFUS W. "Vocational Agricultural Education" by Home Projects. Cloth, illustrated, xviii-468 pp. Price, \$2.50. The Macmillan Company, New York.

URIBE-TRONCOSO, MANUEL. "Por Tieras Mejicanas." Cloth, illustrated, 198 pp. Price, 88c. World Book Company, Yonkers-on-Hudson, New York.

VOSBURGH, WILLIAM LEDLEY, and GENTLEMAN, FREDERICK W. "Junior High School Mathematics." Cloth, illustrated. Price, 1st course, 80c; 2nd course, 90c; 3rd course, \$1.20. The Macmillan Company, New York.

FORD, WALTER B. and AMMERMAN, CHARLES. Teachers' Manual, "Key to First Course in Algebra." Cloth, 341 pp. The Macmillan Company, New York.

CHANNING, EDWARD. "A Students' History of the United States." Cloth, maps and illustrations, 692 pp. Price, \$1.50. The Macmillan Company, New York.

GRUENBERG, BENJAMIN, C. "Elementary Biology. An introduction to the Science of Life. Cloth, illustrations, 538 pp. Price, \$1.56. Ginn & Company, Boston, New York, Chicago.

PARKER, SAMUEL C. "General Methods of Teaching in Elementary Schools," including the kindergarten and grades 1 to 4. Cloth, illustrated, 352 pp. Price, \$1.60. Ginn & Company, Boston, New York, Chicago.

GRUENBERG, BENJAMIN C. "Manual of Suggestions for Teachers." To Accompany Elementary Biology. Cloth board, illustrated, 100 pp. Price, 50c. Ginn & Company, Boston, New York, Chicago.

Would a Grade Position at \$1200 to \$1350 Interest You?

IF SO, WE INVITE YOUR PROMPT ENROLLMENT WITH REFERENCE TO SEVERAL SUCH PLACES FOR WHICH WE ARE NOW ASKED TO RECOMMEND

JANUARY AND FEBRUARY VACANCIES come in every day of December and available teachers have unusual opportunity for changing the first of the year. The demand for teachers has been so great during the fall that this Agency, like others, has undergone a teacher-famine. When a southern New York superintendent wrote us on December 8th for a seventh grade teacher at \$1000 to \$1200, and by the next mail for another seventh grade teacher at the same rate, we could only reply that other towns in his vicinity were out-bidding him, offering up to \$1350 for similar places. He promptly replied, "We must have two seventh grade teachers immediately and I will pay anything necessary to get them."

In the case of high school vacancies, which have also been many, we have been better able to secure candidates who were free to accept the places offered, though often we have been obliged to reply that no candidates were available at moderate salaries.

The superintendent of a western New York city writes us: "We have engaged your Mr. . . . of Rochester for our commercial position at a salary of \$1600 per year. He arrived yesterday and will, I think, make good. Please accept our thanks for your assistance in the matter."

One of our candidates writes from Erie, Pa.: "I have accepted a position in Erie at \$1500, for which I am indebted to you to the extent of \$75. . . . Thanking you for your kindness and favors, etc."

The superintendent at Utica writes on December 10: "This is to inform you that at a meeting of the Board of Education held last evening Miss Lyman was elected to the position of librarian in the Utica Free Academy at a salary of \$1200."

Write to us for further particulars concerning *the Agency that recommends*

The School Bulletin Teachers Agency

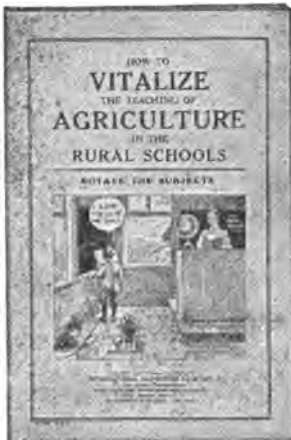
C. W. Bardeen, Manager, Syracuse, N. Y.

Educational Booklets for Supplementary Study

Valuable Aids in Teaching Agriculture

The Agricultural Extension Department of the International Harvester Company has prepared nearly 100 different booklets on various subjects, including:

Crops	Pigs	Insects	Canning and Drying
Sanitation	Livestock	Dairying	Better Rural Schools
The Garden	The Fly	The Silo	Home Conveniences
Poultry	Soil	Birds	And other subjects



Our sole object is to help *you* make *your* work more effective. We have no desire to make money out of this material. The Extension Department was not organized to make sales. But we do want to work with people who are in earnest; who really want to do something worth while.

If you have a plan—if you know how you are going to use the booklets after you get them—we will be glad to supply you with as much material as you wish.

Free—Except Postage and Cost of Printing
Write to-day for catalogue of booklets and helpful suggestions.

INTERNATIONAL HARVESTER COMPANY

(Incorporated)

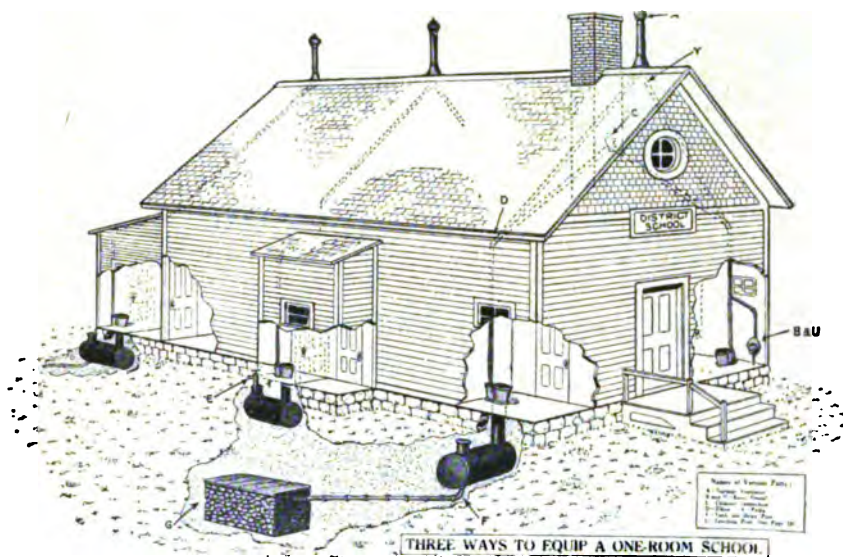
Agricultural Extension Department

P. G. HOLDEN, Director

Harvester Building, Chicago

Kaustine

TOILET SYSTEMS

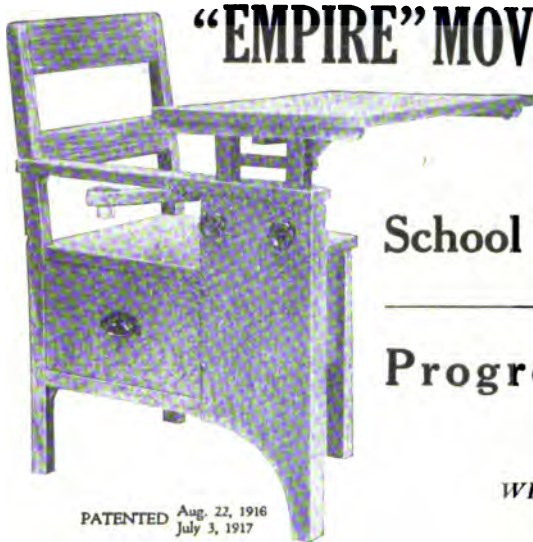


Provide Sanitary Disposal of Sewage

They are endorsed by Health Authorities everywhere. They are easily installed because no water or sewer is needed.

Write to
KAUSTINE COMPANY, Inc., Buffalo, N. Y.
for full particulars

ALSO MANUFACTURERS OF SEPTIC TANKS



PATENTED Aug. 22, 1916
July 3, 1917

"EMPIRE" MOVABLE CHAIR DESKS

THE UP-TO-DATE
School Seating Equipment
— FOR —
Progressive Educators

WRITE US FOR BOOKLET

EMPIRE SEATING COMPANY
ROCHESTER, N. Y.

MODERN ARITHMETIC

New York State Edition

A New Series by **BRUCE M. WATSON** and **CHARLES E. WHITE**

Exactly Adapted to the New York State Course of Study

This series makes available for every school the best methods and material for the study of Modern Arithmetic. It challenges comparison with respect to

- | | |
|---------------------------------|----------------------------------|
| 1. THOROUGHNESS IN FUNDAMENTALS | 5. CONTINUITY OF PLAN |
| 2. CHOICE OF APPLICATIONS | 6. RECOGNITION OF DIFFERENCES IN |
| 3. SIMPLIFICATION OF PROCESSES | ABILITY OF CHILDREN |
| 4. PROBLEMS FROM REAL LIFE | |

WATSON AND WHITE'S MODERN ARITHMETIC

New York State Edition, Book I

New York State Edition, Book II

D. C. HEATH AND COMPANY, 231-245 West 39th Street, NEW YORK CITY



3 2044 102 798 477



